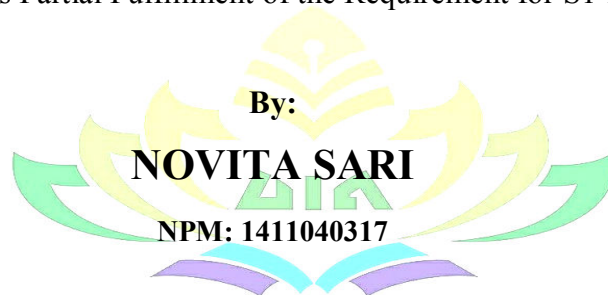


**A COMPARATIVE STUDY BETWEEN FIELD DEPENDENT STUDENTS  
AND FIELD INDEPENDENT STUDENTS IN READING  
COMPREHENSION ON REPORT TEXT AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI  
KOTABUMI IN ACADEMIC YEAR OF 2018/2019**



**A Thesis**

Submitted as Partial Fulfillment of the Requirement for S1-Degree



**By:**

**NOVITA SARI**

**NPM: 1411040317**

**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2019**

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**Study Program: English Education**

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**Co-Advisor : Agus Hidayat, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG**

**2019**

## ABSTRACT

### A COMPARATIVE STUDY BETWEEN FIELD DEPENDENT STUDENTS AND FIELD INDEPENDENT STUDENTS IN READING COMPREHENSION ON REPORT TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI KOTABUMI IN ACADEMIC YEAR OF 2018/2019

By

NOVITA SARI

Reading is one of important skills learning a language particularly learning a second language or foreign language (English). Students' learning styles can improve their reading comprehension. Different students employ different learning style that believed to their reading comprehension. Field dependent students tend to have group discussion than self study. Field independent students tend to do their tasks individually because they think they have self-respect and self confidence. By knowing the characteristics of both field dependent and field independent. It is expected that the teacher can help students to create suitable atmosphere in the class activities in order to make minimum difference on reading comprehension achievement between both of them.

The research methodology was quantitative research with a causal comparative design. The researcher was conducted at the eleventh grade of SMA Kemala Bhayangkari Kotabumi in the academic year 2018/2019 consisting of 32 to 36 students in each class. The researcher took one class as reading comprehension test class; it was XI IPS 2 consisting 36 students. The researcher used the questionnaire and reading comprehension test. In collecting data, the researcher used instrument in the form of multiple choice questions which had been validated before the reading comprehension test. The researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig.= 0.000$  and  $\alpha= 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there is a significant difference between field dependent students and field independent students in reading comprehension of report text achievement at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung.

**Keywords:** *Field-dependent, Field-independent, report text, Reading comprehension*

## MOTTO

أَقْرَأُكِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

“(It will be said to him)”Read thine (own) record: Sufficient is thy soul this day to make out an account against thee.” (Al-Isra’:14)<sup>1</sup>



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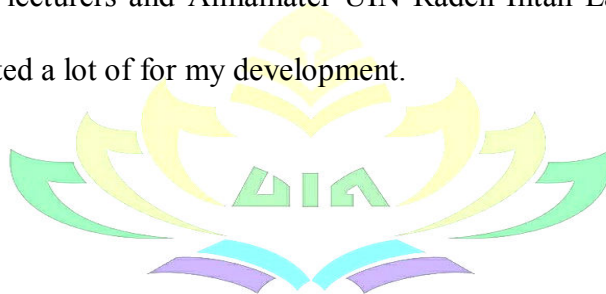
<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), p.95



## **DEDICATION**

From the deep of my heart. This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicated this thesis to:

1. My beloved Parents, my father Mr.Samsul Huda (Deceased) and my mother Mrs. Purwati Ningsih who always inspire, support, and give me motivation to study hard until now. Therefore, thank you for giving financial, moral and spiritual support
2. My beloved sister, Eka Desi Rahayu, S.Pd who always support me and cheer me up until completion of this thesis.
3. My beloved friends, who always support me in finishing this thesis.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot of for my development.



## **CURRICULUM VITAE**

The researcher's name is Novita Sari. She is called vita. She was born in Tanah Abang on November 21<sup>st</sup> 1995. She is the second child of Mr.Samsul Huda and Mrs Purwati Ningsih. She has one beloved sister and beloved brother. Their names are Eka Desi Rahayu, S.Pd and Muhammad Nur. She lives in Bunga Mayang Kotabumi North Lampung.

The researcher began her study in Elementary School at SDN 01 Kotanapal in 2001 and graduated in 2007. She continued her study in Junior High School at SMPN 02 Bunga Mayang and completed in 2010. After that, she went to Senior High School at SMA Kemala Bhayangkari Kotabumi North Lampung and finished 2013. After finishing her study in Senior High school, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

## ACKNOWLEDGEMENT

First of all, all praise is addressed to God, the Merciful, the Most Gracious, for this blessings and grace given to me during my studies and in completing this final assignment. Then, may his greetings and honor of the great prophet Muhammad SAW.

This thesis is presented at UIN Raden Intan Lampung English Education course. The main purpose of writing this thesis is to meet some of the task of students in fulfillment of some requirements to get a S1 degree.

Therefore, the researchers would like to thank the following people for their idea, time and guidance for this thesis.

1. Prof. Dr. H. Moh. Mukri, M.Ag. the Rector of UIN Raden Intan Lampung.
2. Prof. Dr. H. Chairul Anwar, M.Pd, dean of Tarbiyah Faculty and Teacher Training UIN Raden Intan Lampung.
3. Meisuri, M.Pd, chairperson of UIN Raden Intan Lampung English Education Study Program.
4. Rohmatillah, M.Pd as the advisor who has gave the researcher permission to conduct the research. Who patiently educated, supported, directed, and

given her countless advices, suggestion and recommendation for this graduating paper from beginning until the end.

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8. Bambang Nopriadi, S.Pd, the headmaster of SMA Kemala Bhayangkari Kotabumi North Lampung for allowing the researcher conducting the research English teacher of SMA Kemala Bhayngkari Kotabumi, Desi Anggraeni, S.Pd for being helpful during the research process and giving suggestion during the research. All the teacher and students at the first semester of eleventh grade of SMA Kemala Bhayangkari Kotabumi for allowing to carry out the research in their institution and for giving contribution and being cooperative while her was conducting the research there.
9. Beloved all friends of KIM 2015, Susilo, Rohim, Rida, Sabita, Nurul, Ayu, Ali, Damsi and Sandi teach many knowledge and experiences as long as her study.

10. Her beloved organisation friends of IKAM Lampura, KAMMI, UKM Bapinda, UKM Bahasa, Hijab Syar'i Community of UIN Raden Intan Lampung.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, 20 December 2018

The Researcher



NPM.1411040317

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Language is important for human around the world because language is a tool or medium to communicate to each other. People used language to express the ideas and thought. Language makes us understand about what they talk. People use language from their region the people from different countries could not interact among others because their language are different so they need the same language that can be used for communicating and making relationship with people from other countries. Language is used by the people to transfer information. By language we can convey what we think so we can share each other.

According to Burgmeier, language is the system of communication through humans sends messages.<sup>2</sup> It means that the language is a crucial one. It is used by people to give or receive information and it will be a bizarre thing if we live in this world without language. As scientific language, we see nowadays that many scientific books are written in English to all over the world.

Language is a fundamental part of human behavior. It contact by human behavior in daily life meanwhile language as tool to communicate to deliver information to others. It involves whole person, culture, educational,

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<sup>2</sup>Arline Burgmeier, Gerry Eldred, Cheryl Boyd Zimmerman. *Lexis Academic Vocabulary Study*, (Trenton: Prentice Hall Inch,1991). p.1.

developmental communicative process.<sup>3</sup> It could be concluded that language is a tool of communication and it is difficult to do all activities without language. Without language, it is impossible for people to interact with each other in daily life or in learning something. It means the language is very important in our life as a system of communication to transfer messages, opinions or someone's purpose.

English is the most popular language in the world and in many areas of everyday life. According to Patel, English is the international language. The international language is the global language of communication in numerous dialects and the movement towards international standards for language.<sup>4</sup> It could be concluded that, English is the same as native, second or foreign language. Therefore, using English is the way to communicate with the people from many aspects of human life such as technology, economy, social, political and education.

In Indonesia, English has been introduced as a foreign language in Elementary School, Junior High School, Senior High School, and University level. At the Senior High School level, it is taught to students as a compulsory subject. The teaching of English at school involves the teaching of the four skills: listening, speaking, reading and writing as well as some components like grammar, pronunciation and vocabulary. The language is generally taken to apply to students who are general study English at school and institute in their

---

<sup>3</sup>H Douglas Brown, *Teaching by Principles an Interview Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2001), p.34.

<sup>4</sup>M.F Praveen & M Jain Patel, *English Language Teaching Method: Method, Tool, Technique*, (Jaipur: Sunrise Publisher and Distribution, 2008), p.6.

own country or as transitory visitor in target language country.<sup>5</sup> Furthermore, although English is not used for communication in their daily lives, people have to learn to improve the quality of educational in Indonesia.

The researcher concludes that English is an important language that is used in the world. English as the international language is needed, so it is very important in teaching and learning context. In learning English are four skills which are mastered by the students. The four skills of English are listening, speaking, reading and writing. All of the skills must be mastered by students because it becomes a standard competency which has to be reached by students.

There are four skills in teaching and learning English that should master. Those are listening, speaking, reading and writing. These skills are closely related one to another. Reading receives a special focus. Reading as language learners have sufficient practice in listening and speaking. After language learners have the ability to listen, speak, and read can introduce. The material of reading must be ranked according to the levels of the language learners.

According to Kristin, reading is the process of receiving and interpreting information encoded in language via the medium of print. Reading is useful for other purposes too; any exposure to English is a good thing for language students.<sup>6</sup> Based on the previous explanation above, reading is the process of receiving the meaning by decoding the written text. Moreover, in the nowadays

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<sup>5</sup>Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), p. 39.

<sup>6</sup> Kristin Lems, *Teaching Reading English Language Learners*, (New York: London, 2010),



book, magazine, journals and the internet and great learning tools that required the reading.

In reading, people need to construct meaning once they have identified the individual words in print. It implies that everyone has to pass the process of reading and understanding what they read by identifying the meaning of words. Moreover, we carry out these processes to mean meaning in learning reading skills. The students must be able to apply these processes to comprehend the meaning.

Based on the those, the researcher concludes that reading is readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. It can understand that reading is very important for students. Reader's background knowledge of the world will influence their achievement in reading comprehension. By reading, the students are able to access much information which might have otherwise been unavailable, especially English textbook. If their reading skill are poor they are very likely to fail in their study. On the other hand, if they have a good ability in reading, they will have a better chance to success in their study.

Base on preliminary research that conducted in SMAS Kemala Bhayangkari Kotabumi on 26 March 2018, the researcher interviewed Mrs. Desi Anggraeni, S.Pd as an English teacher of the eleventh grade. She said that the students' have low motivation in reading comprehension and they have many difficulties in reading comprehension. The difficulties of the students

covered finding main idea, finding supporting details, determining reference, determining inference, and vocabulary. There are several factors in learning reading comprehension. The students did not have long time for teaching reading and learning process make them focused to read the text in reading. Therefore, they felt difficult to learn and also they lost motivation in learning. They seem to be confused in reading because their vocabulary is low and they could not think the meaning of the word. Moreover, the students also had different difficulties. They are not interesting in doing the reading activity and tasks, but also find the difficulties in understanding the reading text.

In interviewed with an English teacher of the eleventh grade about the students' capability in mastering English, especially in reading ability, she said that only a few of students get score above the criteria of minimum mastery (KKM), while many students get score below KKM. The criterion of minimum mastery (KKM) of this school is 70. The researcher assumed that the students' ability in reading is still low. It can be seen on the table below.

**Table 1**  
**Students' Score for Reading at the Eleventh Grade Students of SMA Kemal Bhayangkari Kotabumi in the Academic Year of 2018/2019**

No.	Class	< 70	≥ 70	Number of Students
1.	XI IPA 1	26	10	35
2.	XI IPA 2	20	15	32
3.	XI IPA 3	25	10	35
4.	XI IPS 1	27	8	35
5.	XI IPS 2	19	17	36
<b>Total</b>		<b>117</b>	<b>60</b>	<b>177</b>
<b>Percentage</b>		<b>66.10%</b>	<b>33.90%</b>	<b>100%</b>

*Source: The score data from English teacher of SMA Kemala Bhayangkari Kotabumi*

From the data of pre research in table 1, it can be seen that 66.10% of the students have low achievement in reading comprehension. In addition, there are 177 students (66.10%) got score under 70 and at SMA Kemala Bhayangkari Kotabumi the criteria of minimum mastery (KKM) is 70. It shows that students have difficulty in reading comprehension.

There are many characteristics of the students when they learn at school. Such as, some students are like to have discussing with the friends when they have read something. Some students tend to be individual when they want to read something, have quick response to the teaching learning process, slow in understanding the materials, interested in specific or general things when they are reading or learning. Therefore, everyone has unique characteristics or cognitive style in learning which are different from one another. They may be different in the level of problem-solving skills, level of intelligence, or the ability to think.

According to Ellis, cognitive style is a term used to refer to the manner in which people perceive, conceptualize, organize, and recall information.<sup>7</sup> Each person is considered to have more or less consistent mode of cognitive functioning. It implies that everyone has different cognitive processes in education to acquire knowledge. Cognitive style can be interpreted as building dimension related to the way a person thinks or process information. On the other hand, Cognitive style is self-consistent and enduring individual

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<sup>7</sup>Ellis R, *Understanding Second Language Acquisition*, (New York: Oxford University Press), p.47.

differences in cognitive organization and function. There are kinds of cognitive styles but in this research focus on field dependent style and field independent style.

Suparman says that, each individual has unique characteristics which are different from one another. They may be different in the level of problem-solving skills, level of intelligence, or the ability to think. Those inter-personal differences persist in how they prepare and process information and their experiences and that is what the cognitive style refer to second language acquisition or teaching methods are designed based on merely cognitive domain consideration, the most fundamental side of human behavior would be omitted.<sup>8</sup>It means that cognitive is the way individual think, perceive and remember information to solve the problem. So when someone read they try to activate their brain to think, remember and solve the problem from passage or text that they have read.

In relation to cognitive style, at least two types of cognitive style associated with the environment, in spite of it all, this is related to cognitive style of each individual, whether they are dependent or independent students. The different of their cognitive style can happen because many factors that influence the students. The way of thinking, attitude and cognitive style are psychological factor which may influence their achievement in teaching-learning process. In this research, the researcher focuses on field-dependent and field independent as one of cognitive style in learning style.

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<sup>8</sup>Suparman U, Psycholinguistics: *The Theory of Language Acquisition*, (Bandung: ArfinoRaya Publisher.2010), p.63

According to Schuman, field dependent students as one who gets lost totality of visual or auditory stimulus and fails to detect relevance sub patterns and subsystems.<sup>9</sup> It implies that cognitive style field dependent is a style that students have when students receive something more globally and have difficulty separating from the surroundings or more influenced by the environment. On the other hand, field dependent students like in discussion group when they learn in the class or outside the class.

Suparman says that field dependent students are able to concentrate on something without influenced by the surrounding and to analyze separate variables without the contamination to neighbouring. Affectively, students who are more field independent to be generally more independent, competitive and self-confident.<sup>10</sup> It means that field independent students have high analytical ability in solving a problem and more competitive in learning. On the other hand, field dependent students like in learning something by their self. They don't like to discussion each other.

There are some previous research about comparative study between field dependent and independent students and their reading comprehension, one of the research was conducted by Azize (2011) The effects of field dependent/field independent cognitivestyles and motivational styles on high school students. After do the research she found that r calculated was higher than r-table ( $0.515 \geq 0.404$ ). So there is comparative between two variables. Therefore, the

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<sup>9</sup>Schumman, J. H. *Second Language Acquisition*.( Reprinted in Hatch, 1978.), p.78

<sup>10</sup>Suparman, *Op.Cit*, p.70

research hypothesis is accepted. It can help the teacher to know the kinds cognitive style students.<sup>11</sup>

The other previous research is a related in comparative on the students field dependent and field independent, one of the research was conducted by Ali, he says on his thesis entitled “The Relationship between Field Dependent-Independent Cognitive Style and Understanding of English Text Reading and Academic Success”.

He finds of the research showed that the Regarding the findings, it can be concluded that the more field independent, the higher the reading comprehension skills and learning English and the more academic achievement was resulted. The results of this study can help in selecting students' courses and also better directing the learners to improve their learning. The regression analysis results showed that the correlation is significant at 0.05 and the null hypothesis is rejected and the research hypothesis is confirmed ( $P < 0.05$ ). Therefore, it can be concluded that there is a significant linear relationship between cognitive styles and reading comprehension.<sup>12</sup>

In this research, the researcher focuses on field-dependent and field independent as one of cognitive style in learning style. This is important for the teacher to know the cognitive style especially field dependent and field independent of their students so they can easily find the suitable approaches for the students. When the teacher knows the characteristics of their students and

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<sup>11</sup> Azizi Digili Baran, *The Effects of Field Dependent/Field Independent Cognitive styles and Motivational Styles on High School Students*. (Dizce University Education Faculty, 2015), p.1

<sup>12</sup> [Ali Yazidan panah Nozari](#), *The Relationship between Field Dependent-Independent Cognitive Style and Understanding of English Text Reading and Academic Success*. ( Pasir Pangairan University, 2009) p.1

she/he was made teaching learning process more effective. The various score of students make researcher curious in what cognitive style they belong to. That is why in this present study researcher will identify whether their cognitive style contributes greatly toward reading achievement.

Based on the statement above, the researcher interested in conducting research with the title a comparative study between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

## **B. Identification of the Problem**

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Every students have their own style in learning processes.
2. The students' reading comprehension is still low
3. The students have difficulties in reading comprehension text because of their lack of vocabulary.
4. The teacher gives the same treatment for all students.
5. Student's motivation is low in reading comprehension.

### **C. Limitation of the Problem**

This research focused and limit on a comparative study between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

### **D. Formulation of the problem**

Based on the background, the identification and the limitation of the problem in this research as follows:

Is there a significant difference between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019?

### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the research was to know whether there is a significant difference between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.



## **F. Use of the Research**

The uses of the research were:

### **1. Theoretically**

This research hopefully would provide information for English teacher that field dependent students and field independent students in reading comprehension test as additional information for further research.

### **2. Practically**

#### **a. For the students**

It hoped that the students were increased their target language by reading comprehension. In addition, the students were produced the target language on reading. Different characteristics of learning style students can be more effective in learning reading comprehension.

#### **b. For the Teacher**

For the English teacher as information about clarifying the theory of cognitive learning style which focuses on field dependent and field independent related to their comprehension achievement.

#### **c. For the Institution**

It expected that this research can provide useful input in improving the quality of learning in the school.

## **G. Scope of the Research**

The scope of the research as follows:

### **1. Subject of the research**

The subject of the research was the first semester of the eleventh grade students at SMA Kemala Bhayangkari Kotabumi in the academic year of 2018/2019.

### **2. Object of the research**

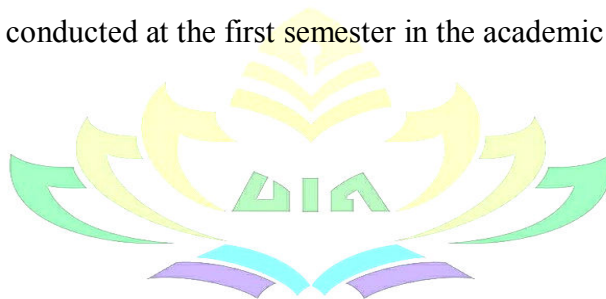
The object of the research was used field dependent students and field independent students related to their reading comprehension.

### **3. Place of the research**

The research was conducted at SMA Kemala Bhayangkari Kotabumi. It is location at Perwakilan No.10 Kotabumi North Lampung

### **4. Time of the research**

The research was conducted at the first semester in the academic year of 2018/2019.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Teaching

Teaching is showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. It means that to show or helping somebody how to do or understand something or to change some body idea.<sup>13</sup> Based on explanation above the writer concluded that teaching is process transfer knowledge from the teacher to the students or to give some instruction from the teacher to students and students can understand about something by using transfer knowledge. As we know that teaching is a process of transfer knowledge or instruction from the teacher to the students, so as the teacher need to know what should be done in teaching process the students as learner will be easy in learning English.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>14</sup> It means that teaching is your understanding of how the learner learns was determined your philosophy of education, your teaching style, your approaches, methods, and classroom technique.

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<sup>13</sup>Jeremy Harmer, *The Practice Of English Language Teaching*. (Cambridge:Longman,2001), p.56.

<sup>14</sup>H Douglas Brown, *The Principles of language learning and teaching (fourth edition)*, (San Fransisco:Longman,2000), p.7

In addition, Brown states that teaching can be defined as providing opportunities for students to learn. It is an interactive process as well as intentional activity.<sup>15</sup> However, students may not always learn what the teacher intend to teach about, and sometimes they may also learn notions which the teacher do not intend them to learn. It can be concluded that there is an opportunity the students to learn and process understanding what they know about the material in every lesson. In the school students can be active and creative.

According to Harmer, teaching means give (someone) knowledge or to instruct train (someone).<sup>16</sup> From the statement, researcher concluded that teaching means giving knowledge in activity to encourage students in learning something. Beside, target language in teaching reading can be raised and the purpose of reading can be decided in reading activity by using picture. It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

There are some basic elements of teaching:

a. Students

Students are component of the system of education that will be educated, so that they were became the qualified human beings as states in national

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<sup>15</sup>George Brown, *Effective Teaching in Higher Education*, (Taylor: Routledge, 2002), p.2.

<sup>16</sup>Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p.24.

educational goal. In the modern view, student is not only being education object and target but also as the education subject.<sup>17</sup>

It means that students got involves in teaching learning activities. As education subject, the students have right to be active in increasing their creativities. The successful of the students in learning process is mostly influenced by their motivation. Whatever the teaching method used by the teacher, if the students are highly motivated, they really want to learn and they have powerful reasons for doing so, the result of the learning process can be achieved optimally. It means that a teacher should know how to cultivate the spirit of students in the learning process, so that the learning process was got optimal results with teaching methods that teachers prepare to teach.

#### b. Teacher

Teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in education role. The good teacher knows the exact planning and organization to increase effectiveness and improve students' achievement. As one element of education, teacher should have the special skill and knowledge in doing her duty well and effectively.<sup>18</sup>

A good teacher is someone who helps rather than shouts, able to correct the students without offending them, able to understand and help the students' difficulties in teaching learning process. It means that good teachers know that

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<sup>17</sup> H. Douglas Brown, *Op.Cit*, p. 10

<sup>18</sup> Jeremy Harmer, *Op.Cit*, p.8

the best way to learn set the classroom with easy learning facilities and remain as responsible as ever, share in all they do, watch the progress criticize and necessarily give specific instruction to the students.

Based on theories above, it can be assumed teaching is guiding and facilitating learning for students to give knowledge or to instruct train how to acquire the language that he or she wants to learn or master it. In the process of teaching, there are some basic of elements of teaching, there are students and teacher. Students are component of the system of education that will be educated to become the qualified human beings as states in national educational goal. The successful of the students in learning process influenced of the teaching method and students' motivation. Whereas, teacher is the professional person who has to main duty to teach, guide, motivate, train, measure, and evaluate the students in education role. A good teacher should know the best way to set the classroom to facilitate and help the students' difficulties in teaching learning process.

## **B. Concept of Learning**

Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, and instruction. In addition, learning activity needed students' active and focuses.<sup>19</sup>

Breaking down the components of the definition of learning, we can extract domains of research inquiry, as follows:

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<sup>19</sup>Jeremy Harmer, *How to Teach English*, (New York: Longman, 1998), p.55.

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.
- d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some of practice, perhaps reinforced practice.
- g. Learning is change in behavior.

These concepts can also give way a number of sub fields within the discipline of psychology, there are acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning style and strategies, theories of forgetting, reinforcement, and the role of practice. Process of learning means the students have to achieve the purpose of learning process. Learning can be defined as changes in behavior. The changes occur as a consequence of experience in some specified situation. The change brought about by developing a new skill, understanding a specific law and changing attitude. The change is not merely incidental or natural in the way human appearance change as people get older. Learning is relatively permanent change, usually brought about intentionally.

Based on the statement above, the writer concluded that learning is the process of the students to understand and master the lesson or the subject that give to them. In addition, learning process means the activities to help the students to acquire or develop knowledge and skill.

### C. Concept of Reading

Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. It means that reading is process for can a information in a text to read and then by reading also students can understand the writer means.

According to Cline reading is decoding and understanding written texts.<sup>20</sup> Reading is an interactive process in which reader's prior knowledge of the subject and the purpose for reading, operate to influence what is learned from text.<sup>21</sup> It can be concluded that reading is the process of receiving the meaning by decoding the written text.

Based on the definition above, it can be said that reading is an activity to get the meaning from written text that involves the understanding of what the writer means that in the text as the purpose of reading, with the result that we get the information and knowledge from it.

According to Christine, reading is an interactive process that takes place between the text and the readers processing strategies and background

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<sup>20</sup>Cline, Johnston & King, *Focus Group Reactor to Three Definition of Reading: as Originally Developed in Support NARAP Goal 1* (Minneapolis: National Accesible Reading Assessment Project), p. 2.

<sup>21</sup>Syofida Ifrianti, *Improving Reading Comprehension*, (Bandar Lampung: Fakta Press, 2010), p.6.



knowledge.<sup>22</sup> It means that reading is a process for can a information in a text to read and then by reading also students can understand the writer means. It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It can make the readers easier to get main ideas from the text and their reading activity will be success.

According to Patel that reading is an active process which consists of recognition and comprehension skill. It means that reading is process which done by the readers to comprehend and get the information printed text.<sup>23</sup> And then by reading also the students can understand the writer means. According to Brown, reading is will be developed best in association with writing, listening, and speaking activities.<sup>24</sup> It means that reading should be better if it is combined with another English skill. Reading process should be related to writing, listening and speaking activities. Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text. In other word reading is mastery basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Based on those, the writer concludes that reading is the activity in order to get information and comprehends from the printed text using the eyes and brain to understand what the writer thinks in his writing. It can be understood that

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<sup>22</sup>Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (Mexico City: Heineman), p.12.

<sup>23</sup>Dr. M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools, & Techniques)*, (Sunrise Publishers & Distributors: Jaipur : 2008) ,p.20.

<sup>24</sup>H Douglass Brown, *op.cit*, p.33.

reading is very important skill for students. It needs the ability to make sense of the text that is being read. Reader background knowledge of the world will influence their achievement in reading comprehension.

#### **D. Concept of Reading Comprehension**

Reading comprehension intentional meaning which is constructed through interactions between text and reader. Comprehension is the goal of both reading and listening. Successful comprehension readers (or listeners) to acquire information, experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success. Comprehension is the center of reading.<sup>25</sup>

Comprehension is the ability to understand completely and be familiar with a situation and fact. According to Caldwell, comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units.<sup>26</sup>

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<sup>25</sup>Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard:Library of Congress Cataloging in Publication Data, 2003), p.90.

<sup>26</sup>Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guildford press, 2008), p.5.

<sup>27</sup>Ibid, p.5.

individuals words by using the memory and knowledge of letters and sounds patterns, matching the resulting pronunciations to meaning, and finally connect words into ideas Reviews these units. It means that you make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

From the explanation above, reading comprehension is the process of transferring information to the reader to make it understand what the writer means. The student as reader can comprehend the text based on their ability to recognize the text. In addition, reading comprehension is considered as the ability to understand the content of words (nouns, verbs, adjectives, adverbs) and function words (preposition, pronouns, conjunct, and auxiliary verb).

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.<sup>28</sup> It means that reading comprehension is the activity of the reader when they read to understand and get total meaning of the passage. Based the theory of Brown's language assessment, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

1. Main idea (topic)
2. Expression
3. Inference (Implied detail)
4. Grammatical Feature

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<sup>28</sup>Karren R Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p.2.

5. Details (Scanning for a specifically stated details)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in Context.<sup>29</sup>

## 1. Kinds of reading

Reading has many kinds. There are four kinds of reading. The first is intensive reading, extensive reading, reading and the last is silent reading. Here are the explanations in details:

### a. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. It means that the teacher guides students in learning. In addition, Broughton states that the intensive reading is typically concerned with texts of not more than 500 words in length.<sup>30</sup> It can be used as an intensive reading which consists of not more than 500 words.

### b. extensive Reading

Extensive reading is Carry out to Achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). It means that extensive reading is done to get an appeal and sometimes it spends more time.

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<sup>29</sup> Brown H. Douglass, *Language Assessment Principles and Classroom Practice on Education*, (San Fransisco: Pearson Education, 2003), p. 206

<sup>30</sup> Geoffrey Broughton, et al, *Teaching English as Foreign Language*, (London and New York: University of London Institute of Education, 2<sup>nd</sup> Edition, 2003), p.93.

### c. Aloud Reading

Reading aloud allows the teacher the opportunity to model effective reading of texts including pronunciation and comprehension. Reading aloud is an effective way for teacher to teach pronunciation and comprehension.

### d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase of reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read more and more when they are able to read without any difficulties.<sup>31</sup> It means that silent reading is a way to get a lot of information. Besides, the teacher should make the students reading in a silent way, so that the students will understand about the text.

## 2. Models of Reading

There are some models that can be used to help the reader in reading. Find out which appropriate models will make people easier in reading. According to Nuttal there are two models as bellows.

### 1. Top Down Models

In the top down processing of intelligence, experience prediction to understand the text. This processing is used when the reader interpretation assumption and draw inferences try to see the overall purpose of the text. In this process the reader adopts an eagle's eye view of text when people consider it whole and experience the reader.

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<sup>31</sup>M. F Patel and Praveen M. Jain, Op.Cit, p.122

## 2. Bottom-Up Models

In the bottom-up models processing the reader builds up meaning from the black marks on the page, recognizes letters and words, works out sentences structures. Our image of bottom-up processing might be a scientist with a magnifying glass examining the ecology of a tiny part of the landscape the eagle survey.<sup>32</sup>

In summary, there are two models of reading such as top-down models and bottom-up models. In the top down processing the readers draw on their intelligence, experience prediction to understand the text, whereas in the bottom-up models, processing the reader build up the meaning from the black marks on the page.

### E. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>33</sup> It means that, teaching is a process for learners to gain information from their learning activity. In teaching process, the teacher should facilitate and learn the process more interesting to make the learners comfortable in the learning process.

The reading teaching is useful for other purposes. Any exposure to students is a good thing for English students. In other words, teaching reading can make students understand the text. Teaching reading activities is important for the students. They can understand what they read and how to read. During

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<sup>32</sup>Christine Nuttal, *Teaching Reading, Skill in a Foreign Language*, (Mexico City: Heineman, 1996), p.17

<sup>33</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

teaching reading process, we must pay attention to the principles of teaching reading. Teaching and providing students with many opportunities to study languages, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text.

According to Harmer Principle of teaching reading are:

1. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures, painting, understand the argument, and work out if we agree with them. If we don't do these things and if the students don't do these things then we just scratch the surface of the text and we forget it quickly.

2. Student needs to be engaged with what they are reading

As we everything else in lesson, students are not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

3. Student should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading texts for the way they use language, the number of paragraphs they Contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give it a chance to respond to that message in some way. It is especially important that they are allowed to express feelings about the topic-thus provoking personal engagement and the language.

#### 4. Prediction is a major factor in reading

When we read texts in our own language, we often have a good content before we read. Book covers give us a hint of what in the book, photographs and headlines hint at what articles are about a reports look like reports before we read a single word. The movement we get this hint our brain starts predicting what we are going to read. Expectation is set up and the active process of reading is ready to begin. Teachers should give students a hint that so they can predict what come too. It will make them better and more engaged readers.

#### 5. Match the task to the topic

We could give Hamlet's famous soliloquy students to be or not to be and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically, there might be reason for both tasks, but, on the face of it, they look silly. What we will probably be interested in is Hamlet mean and what the menu food actually.

Once a decision has been taken about what reading the students are going to read, we need to choose good reading tasks - right questions, engaging and useful puzzles, etc. the most interesting text that is undermined by asking boring and appropriate questions; the most commonplace passage can be really exciting with imaginative and challenging tasks.

#### 6. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it and then drop it to move on to



something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.<sup>34</sup>

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students the knowledge that they never know before. Teaching reading needs more than just reading a text, we must pay attention to teaching reading text to our students. In teaching reading, students and partners can make the teaching process more effective.

There are some of suggestions “How to teach” reading text book in whole language:

- a. Skip the difficult word
- b. Read to the end of the sentence or paragraph. Go back to the beginning of the sentence and try again.
- c. Substitute a word that makes sense.
- d. Read the word using only the beginning and ending sounds.
- e. Read the word without the vowels.
- f. Look for picture cues.
- g. Predict and anticipate what could come next.<sup>35</sup>

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<sup>34</sup>Jeremi Harmer, *How to Teach English* (England: Longman, 1998), p. 70.

<sup>35</sup> Margaret G. McKeown and Linda Kucan, *Bringing Reading Research to Life*, (New York: The Guilford Press, 2010), p. 5.

## F. Concept Genre of Text

According to Knapp, text is a communication between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>36</sup> It means that the words of words to be a sentence. According to Intan, genre is some kind of a category.<sup>37</sup> It means that the genre is the type of text about concepts and forms in text that is. In on the school, many forms are texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking.

These variations are known as genre. However, Gerot and Wignel classify the genre into three types. They are:<sup>38</sup>

### 1. Spoof

The spoof is a text to retell event with a humorous twist. In other words, the spoof is a text which tells factual story, it happened in the past time with unpredictable and funny ending.

### 2. Recount

Recount for text events for the purpose of information training. The order in which they occurred. Its purpose is to provide an audience description of what

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<sup>36</sup>Peter Knapp and Megan Watkins, *genre-text-grammar*, (Australia: 2005), p. 29.

<sup>37</sup>Intan Karolina, *Teaching Narrative in Improving Writing SMA 1 Pamalang* in 2006, p.23.

<sup>38</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*.(New South Wales: Gerd Stabler, 1994), p.192-217

happened and when it happened. Other definition, recount is a series of events, usually in the order they occur.<sup>39</sup>

### 3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report text that is present information about a subject.<sup>40</sup>

### 4. Analytical Exposition

The analytical exposition is a text to sequence the reader or listener that something in the case.

### 5. News Item

News items are text to information, listeners or viewers about events which are considered newsworthy or important.

### 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

### 7. Narrative

Narrative is the text to amuse, entertainment and to deal with actual or vicarious experience in different ways. Other definition, which tells a story and, in doing so, entertains or informs the readers or listener.

### 8. Procedure

The procedure is a text to describe how something is accomplished through

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<sup>39</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 5.

<sup>40</sup>*Ibid*, p. 86.

equations of actions or steps. Other definition, procedure that gives us instruction for doing something.<sup>41</sup>

#### 9. Description

Description text is a particular person, place or thing.

#### 10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11. Explanation

Explanation text to explain the processes involved in the formation or workings of natural or social cultural phenomena. Other Definition, the explanation is to explain how or why something occurs.<sup>42</sup>

#### 12. Discussion

Discussion text is a text to present two points of view about an issue. Other definition, discussion is a text to presents Differing opinions on a subject to the readers and listeners.

#### 13. Reviews

Review is a text to critique an art work or event for a public audience.

Based on those explanations, the writer concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. And then the writer focus on one text genre that is about report text.

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<sup>41</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

<sup>42</sup>*Ibid*, p. 4.

## G. Concept of Report Text

There are many kinds of texts in English. Every text has difference in definition, social function, language features, and generic structure. In this case writer will focus on report text.

### 1. Definition of report text

According to Gerot, report text is a text which functions to describe the way things are, with reference to arrange of natural, made and social phenomena in our environment.<sup>43</sup>It means that report deals with about social phenomena in our environment. Alemi says that a report text that presents information about something as a result of systematic observation and analysis such as man-made things, animals, and plants.<sup>44</sup>It means that report text is a text which presents information about something to describe the way thing.

According to Baier, a report text is presents information about natural and social phenomena in the environment. It presents information in a structured manner about a subject by giving facts.<sup>45</sup>It means that the report is written after being careful about accident in the around us. It is clear that report text describes the way of certain things and often refers to the nature of the animal, the scientific object and the investigating and collecting the facts.

Based on the descriptions, the writer concludes that report text is a truth account of something, somebody, some place, or same activity after

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<sup>43</sup>GerotL and Wignell, *Making Sense of Functional Grammar*. (Sydney: GerdStabler,1994), p.70

<sup>44</sup>JullieAlemi , *writing english language*, (london:, longman,2008), p.60

<sup>45</sup>Kylie baier, *the effect of SQ3R on fifth grade students comprehension level*, (united state: college of bowling Green,2011), p.26

investigating and collecting the facts. There are many types of text that are used by writers to communicate for a particular purpose. One of the text types text report is the which is a kind of text that presents information about the natural and social phenomena in the environment present information in a structured manner about a subject by giving facts.

## 2. The Purpose of Report Text

The report text has a function to classify and describe something by giving facts. Report text can classify many things around the environment such as animal, plant, natural phenomena and social phenomena. In addition, report text also describes something generally. The scope of the description will differentiate the report text and descriptive text. Report text commonly describes things generally, while descriptive text tends to explain the characterization of a specific thing. In short, it can be explained that the function of report is a truth account of something or some activity after investigating and collecting the facts.

## 3. The Generic Structure of Report Text

According to Anderson defined the steps of constructing the information report the text structure of information report and the language features used in information in report is as below:<sup>46</sup>The generic structure of report text, are;

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<sup>46</sup>Andoerson, Mar, and Kathy Anderson, *Text Type in English.1-2* (MacMillan Education:Australia,2003), p.80

a. General classification:

General opening statement that introduce to subject or the report, it can include a short description and definition.

b. Description

A series of paragraph to describe the subject each new paragraph describe one feature of the subject and begins with a topic sentence followed by detail sentence.

A conclusion that the information and signals the end of the report (optional/ not always). It just to make text clearly in the end of text told about. In generally, the generic structure in a report text just explained general classification and description.

4. Language Feature in Report Text

- a. Use timeless present tense
- b. Use action verbs (climb, eat, erupt) linking verb (is, has, belong to)
- c. Use language of defining (are called) classifying (compare to) comparing and constrating (are similar to, are stronger than, like)
- d. Use descriptive language (color, shape, size, function, habit, behavior)
- e. Use technical terms.<sup>47</sup>

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<sup>47</sup>Andoerson, Mar, and Kathy Anderson, *Op. Cit*, p.45

## H. Problem in Teaching Reading Comprehension

Problem is the deviation between that should be and what happened, theory and practice, rules and implementation, or between the plan and implementation. Moreover, according to Bull, the problem is that it is difficult to deal with or understand.<sup>48</sup> The researcher concludes that problem is the disparity between the expected reality and order to achieve goals with the maximum result. It is goal response interference, in which students need to achieve or to have something, but they cannot. In this case, the problems are faced by students in reading comprehension. The problems in teaching reading the teaching techniques and selection of Issues that are not all teachers agree with. According to Baradja, in Teguh Budiharso's book, there are five facts that exist as issues in teaching reading.

The problems in teaching reading are as follows:

1. the Mastery of the Basic

The basic knowledge of reading is the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading'. It is quite logical that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how can we be built a house without foundation.

2. the Habit of Slow Reading

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<sup>48</sup> Victoria Bull, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: University Press Revised and Updated, 1974), p. 665



Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they are a word of the passage. If they don't understand word or expression, they don't look up word by word in dictionary, so that they read very slowly.

### 3. The Students' Inability to Figure Out Inferences, Implications and Main Ideas

In reading an English text, students are concerned with two factors, to decode the text as what the writer says is to be familiar with the content schema, that includes culture and background knowledge. The mastery of these factors will provide students with accurate inferences, determine the implications of what have been read, and accurately identify main ideas of the text. Most students do not understand the text properly because they cannot identify the main idea, make correct inferences, and understand accurate implication.

### 4. Text Selection

In the text selection, the teachers are not confident to choose the reading materials. Teachers are mostly really on the English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book.

### 5. Exercise to include Exercises

The following passage has been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in traditional comprehension follow a passage.<sup>49</sup>

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<sup>49</sup>Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfiansyah Mediata

Based on the explanation above, it can be concluded that there are still many problems that might be faced in teaching reading comprehension including: the students' lack of mastery of the basic, the student's habit of slow reading, the students' inability to figure out inferences, implications and main ideas, text selection, and exercise to include. Teacher who guides students in learning reading comprehension is demanded to choose material for decreasing the problems that could be faced.

Students with reading problems lack the basic components of reading. Learning to read is a sequential process. Each new skill building on the masters of previously learned skills. Each step in the process relates to one of the three components of reading: decoding, comprehension and retention. These are the progressive steps in learning to read that allow us to move to words to sentences and paragraphs.<sup>50</sup>

There are some problems faced by students in teaching reading process:

a. Decoding

Students with reading problems have difficulty decoding words and sentences. At a basic level, children recognize letters that represent sounds of spoken words. As children master each letter of the alphabet, they map the letters to the sounds they represent. This mapping enables children to begin to decipher whole words. By breaking up words into their component sounds and phonemes, children sound words out. For

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ma, 2004), p. 54.

<sup>50</sup>JanetK.Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (NewYork: theGuild fordPress, 2007), p.4.

example, the word "bag" is made up of three phonemes, "buh," "aah," and "guh." Children who decode three sounds because the brain automatically separates them. With practice, decoding becomes automatic for the normally progressing reader. Children see words and read them without struggling, even if they don't know the meaning of every word.

#### b. Comprehension and Retention

Students with reading problems have difficulty comprehending material that they read. Comprehension ultimately depends on the ability to decode and master sight words. When that word recognition becomes automatic, young readers are better able to concentrate on paragraphs and paragraphs while they read. As they read, children also learn to connect information from what they are reading into what they already know, and stay focused. Children must also be able to organize and summarize the content and readily connect it to what they already know. Reading retention enables children to keep information in their long-term memories and to call upon and apply it in the future.<sup>51</sup>

Students with a history of language problems are very likely to encounter difficulties in learning to read. Reading builds on students' analysis of his own phonological, lexical, and grammatical knowledge. Then, the student with any of a variety of developmental challenges - mental retardation, emotional problems, attention deficits - will find learning more difficult than students

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<sup>51</sup>LearningRxProgram, *Students with Reading Problems*, available online, <http://www.learningrx.com/students-with-reading-problems-faq.htm> accessed on January 05<sup>th</sup> 2016, p.1.

without such risks.<sup>52</sup> Problems, attention deficits - will find learning more difficult than students without such risks. Students with learning are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. Difficulties in these three areas will interfere with reading comprehension.<sup>53</sup>Based on the explanation above, the researcher concludes that the problems of learning reading they are not familiar with vocabulary.

## **I. The Concept of Cognitive Style**

Cognitive style is a concept used in [cognitive psychology](#) to describe the way individuals [think](#), perceive and remember information. It remains a key concept in the areas of [education](#) and [management](#). If a pupil has a cognitive style that is similar to his/her teacher, the chances are improved that the pupil will have a more positive learning experience.<sup>54</sup> It means that cognitive style is so important categorize in the education learning. On the other hand, everyone has own way in constructing the things which are see, remember and think by him/her in the situation learning processes.

In other definition cognitive style is self-consistent and enduring individual differences in cognitive organization and functioning. The term refers to individual differences in general principle of cognitive organization. A person's cognitive style is determined by the way he or she internalizes his or

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<sup>52</sup>NCSALL (National Center for the Study of Adult Learning and Literacy), *Reading Difficulties*, (U.S Departement of Education :Hardvard University, 2005), p.16.

<sup>53</sup> Karen R Haris and Stove Corakan, *Teaching Reading Comprehension*, (2007), p.5.

<sup>54</sup> Riding, R.J., and Cheema, I. "*Cognitive styles - An overview and integration*", Educational Psychology 1991, p.193.

her total environment.<sup>55</sup> It can be stated that, cognitive style come out in the way she uses her brain to solve a problem. For example, some people may need to visualize a task before starting, but others may not. Some may work quickly, but others must process information slowly and deliberately before delivering an answer.

Slameto says that cognitive style is attitude, choice or strategy that firmly determines the typical ways of someone in accepting, remembering, thinking, and problem solving.<sup>56</sup> Ellis stated that, cognitive style is a term used to refer to the manner in which people perceive, conceptualize, organize, and recall information. Each person is considered to have more or less consistent mode of cognitive functioning.<sup>57</sup> It implies that everyone has different cognitive processes in education to acquire knowledge. Cognitive style can be interpreted as building dimension related to the way a person thinks or process information.

Cognitive styles are general psychological dimensions by which people differ. Cognitive styles refer to individual differences in ways of perceiving, remembering or thinking and how do people. For the latter, we can say that the main element of cognitive styles is not the efficiency with which it is done, but rather how it does what it does.<sup>58</sup> It means that, a cognitive style is based on

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<sup>55</sup> David P. Ausubel, *Intrapersonal Cognitive Variables*. American educational research association 2012, p.500.

<sup>56</sup> Slameto. 1991. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Aneka Cipta. Salatiga, p.162.

<sup>57</sup> Ellis R. *Understanding Second Language Acquisition*. (New York: Oxford University Press.1995), p.114.

<sup>58</sup> Santrock, J.W. *Educational Psychology*, Ed. McGraw-Hill.2011:University of Texas at Dallas, p.56.

the way to process information and to use own, such as perception, thought, perception and memory and that are related to the individual personality cognitive resources.

Suparman says that, each individual has unique characteristics which are different from one another. They may be different in the level of problem-solving skills, level of intelligence, or the ability to think. Those inter-personal differences persist in how they prepare and process information and their experiences and that is what the cognitive style refer to second language acquisition or teaching methods are designed based on merely cognitive domain consideration, the most fundamental side of human behavior would be omitted.<sup>59</sup> It means that cognitive is the way individual think, perceive and remember information to solve the problem. So when someone read they try to activate their brain to think, remember and solve the problem from passage or text that they have read.

Based on the some theorist above, it can be assumed that cognitive style is important in teaching learning process because it describes how the individual acquires knowledge and process information. Cognitive style is related to the mental behavior which individuals apply habitually when they are solving problem. We can see that cognitive style is one off actors of human psychology. This fact realizes us that in second language learning, everyone has different cognitive style. It means that every human in the world has cognitive style, even though there is a distinction in each person. Therefore,

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<sup>59</sup>Suparman, U. Psycholinguistics: *The Theory of Language Acquisition*, (Bandung: Arfino Raya Publisher.2010), p.63.

cognitive style can influence the performance of language learners and predict their success in the process of learning.

## **J. Concept of Field Dependent**

Klausmeire classified field dependent students have low analytical ability in problem solving because the In affective domain, most of the students from field dependent students from field dependent group have no self reflect. They tend to come in group of discussion than self study.<sup>60</sup> It means that field dependent students worked better if given extra guidance and more have a tendency to be easily influenced by the environment. The example of this style is the students who speak slowly in order to understand by the others. In addition, students who wait for a clue, waiting teacher guide for the answer students who choose their answer based on the dominant answer in the class are included in this group.

Schuman says that, field dependent is the personality as one who gets lost in the totality of the visual or auditory stimulus and fails to detect relevance sub patterns and subsystems. Field dependent person is thought to be more emphatic, open, and effectively, and cognitively perceptive of total pattern. Field-dependent person has more responsive as they interact with the people

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<sup>60</sup> Klausmeier, Herbert, J. *Education Psychology. Heper and Row.* (New York: 1985), p.137

and their environment and stronger interpersonal orientation and greater alertness to social cues.<sup>61</sup> It implies that, field dependent students have interested in observing the social situation, in verbal messages with social content, the greater account of the external social conditions as a feeling of being. In certain social situations the Field dependent students tend to be more kind like can be warm, sociable, friendly, responsive and always wanted to know more.

Pither says that, field dependent students are more strongly influenced by the immediate social context and more inclined to attend learn about social aspects of their environment. Field dependent students have showed greater incidental learning for social material and individual pay more attention and remember face.<sup>62</sup> It implies that field dependent students like social or discussing when learning material. Field dependent students have social aspects of their environment.

There are some characteristics of field-dependent students as follows:

1. Much influenced by environment and educational background
2. Educated to be concerned to the others
3. Concerned with the norms of society
4. Speaking slowly in order to be understood by others having wider social relationship.
5. Found primarily in female

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<sup>61</sup>Schuman,J.H.*Second Language Acquistion*.(Reprinted in Hatch,1978), p.78

<sup>62</sup>R.T Pithers 2002, *cognitive learningsstyle:a review of field dependent and field independent approach* .journal of vocational educationlearning.<http://www.tandfonline.com/loi/rjve20> Accessed in 20 december 2006



6. Much more difficult in choosing his or her major field<sup>63</sup>

According to Ellis, field dependent person had four principal characteristics. First, dependent means that self-view derived from other. Second, holistic is perceives a field as a whole arts are fused with background. Third, Personal orientation or reliance on external frame of reference in processing information. Fourth, socially sensitive is greater skill in interpersonal social relationships.<sup>64</sup>

It implies that the field dependent students like to discuss without the people when they were doing something. In other word, dependent students like to communicate more with their surrounding by asking question to other persons. They also find difficulty in focusing on something because they were easily able to be disturbed. It might also influence them in reading comprehension test.

Based on the theorist, the researcher conclude that field dependent style is important to teaching learning process since it helps students to cooperate with other. Field dependent students are more responsive as they interact with the people and their environment. Furthermore, they have a strong interpersonal orientation and greater alertness to social cues. Field dependent students tend to have short attention spans are easily distracted, and prefer casual learning environment. In addition, field dependent learners choose instructional situation that elicit their feeling and experience.

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<sup>63</sup>Schumman, *Op.Cit.*p.85

<sup>64</sup>Ellis,*Op.Cit.*,p.115

## **K. Concept of Field Independent Students**

Suparman says that field independent students are able to concentrate on something without influenced by the surrounding and to analyze separate variables without the contamination of neighbouring variables. Affectively, students who are more field independent to be generally more independent, competitive and self confident.<sup>65</sup> It means that field independent students have high analytical ability in solving a problem and more competitive in learning. On the other hand, field dependent students like in learning something by their self. They don't like to discussion each other.

Klausmeier classified field independence students from field independence group have high analytical ability in solving a problem. Analytical ability means the ability of dividing point of the problem and finding relationship between the points so that the answer of the problem is found.<sup>66</sup> It means that field independent students are more focus than field dependent students because they have high analytical ability in solving a problem. Filed independent students have also more concentrate in learning because they can divide point of the problem in finding answer.

Field dependent students had four principal characteristics like impersonal orientation, analytic, independent, and not socially aware. It implies that field dependent students didn't like to discuss with other people when they were doing something. In other word, independent students tend to be more independent in doing the exercises that had better concentration in answering

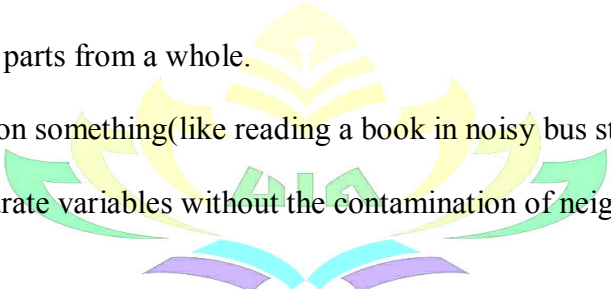
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<sup>65</sup>Suparman,*Op.Cit*,p.70

<sup>66</sup>Klausmeier,*Op.Cit*,p.136

the test. They were also analytical thinking in answering reference. They read passage carefully at the previous sentence to find out the answer the question about reference. Beside that they focused and concentrated easily when they were doing reading comprehension test. So, they can answer the question.

There are characteristics of field-independent students as follows:<sup>67</sup>

1. Less influenced by the circumstances and the educational system in the past.
  2. Educated to be independent and to control his or her action.
  3. Does not care of the norm of society
  4. Speaking quickly without considering comprehensive ability of others.
  5. Less socialized.
  6. Found primarily in male but can be overlapping
  7. Faster in choosing his or her major field.
  8. To differentiate parts from a whole.
  9. To concentrate on something (like reading a book in noisy bus station)
  10. To analyze separate variables without the contamination of neighboring variables.
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Based on the theories, the researcher concluded that field dependent style and field independent style have advantages for students in teaching learning process. It is important to because it affect on students' reading comprehension achievement. Students who have field dependent style are able to differentiate parts from whole text to concentrate on something without influenced. Affectively, students who are more independent to be generally more

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<sup>67</sup>Schumman, *Op.Cit.* p.85

independent, competitive self-confident. So that they can control interaction faster in choosing their major. This cognitive style the students to solve the problem they face in teaching learning activities.

#### **L. Frame of Thinking**

Reading is one of the English skills that is mastered by the students. Reading is a text and reader communication tool, while reading is not a structure and point of reading text without comprehension in reading. To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find text comprehension difficulties because of their lack of vocabulary. To solve this problem the teacher should use suitable strategies in teaching reading and learning processes.

Every people have different way of thinking when they are reading. It will influence by the human cognitive style namely field-independent and field-dependent. Cognitive style is the way individuals think, perceive and remember information or their preferred approach to using such information to solve the problems. So when someone read they try to activate their brain to think, remember and solve the problem from the passage or text that they had read.

There are many types of cognitive style, the researcher will focus on field-independent and field-dependent. While field-independent learners were one who perceive a visual field and detect sub-pattern within that field. On the other hand, field-dependent learners as one who get lost in

the totality of the visual or auditory stimulus and fails to detect relevance sub pattern and sub system. Field-independent and field-dependent personality was influenced the students' way of thinking, remembering and also problem solving when they read the text. When the students read they must be able to comprehend the specific information, main idea, etc to make sense and get the information from the reading passages.

Based on the theory above, the writer assumed that field-independent is more successful in reading comprehension achievement because he tend to individually do their work and also has a high concentration when answer the reading comprehension test.

### **M. Hypothesis**

Based on those the theoretical assumptions, the researcher formulated the hypotheses:

Ha : There is a significant difference between the field dependent students and field independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

H<sub>0</sub> : There is no a significant difference between the field dependent students and field independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the researcher used a quantitative research study with a causal comparative design. According to Hadi, a causal comparative design is a study that aims to analyze the possible causal relationships performed by observing data of the factors suspected to be the cause of the symptoms investigated after the event in question has occurred.<sup>68</sup> Hatch says that a causal comparative research design is concern in finding a direct relationship between the independent and dependent variables.<sup>69</sup> It means that a causal comparative describes the problem of relationship and cause effect that has been occurred in observing the data.

According to Marguerite, a causal comparative research is a research approach that to explain difference between groups by examining difference in their experience<sup>70</sup>. Gay says that, a causal comparative research for existing differences in the status or groups of individuals.<sup>71</sup> It means that a causal comparative is an attempt to identify difference cause effect between two groups of different behavior and one dependent variable in the experience.

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<sup>68</sup>Hadi, Amirul dan Haryono, *Metodologi penelitian pendidikan*. ( Bandung: Pustaka Setia, 1998), p.20.

<sup>69</sup>Hatch, E and Farhady. *Research Design and Statistic for Applied Linguistics* (London: New Bury House Production, 1982), p.26.

<sup>70</sup>Marguerite G, Katherine H Voegtler, *Methods in Educational Research: From Theory to Practice*, (San Fransisco: John Wiley, Inc 2006), p.14.

<sup>71</sup>L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research, 10th edition*, (New York: Pearson, 2012), p. 228.

Based on the explanation, the researcher took a causal comparative design to describe the difference of two groups that have been occurred on the observing data. In this research, the independent variable cannot be manipulated because the independent variable is discrete variable that has occurred. According to Morgan, a discrete variable is a variable that can only take on a certain number of values.<sup>72</sup> So that, researcher was conducted with a causal comparative design to compare two independent variables and dependent variable and focus to determine the cause and effect in difference behavior every person in one measure.

In this research, the researcher was did some steps to find a cognitive style each students and measure their reading comprehension achievement. Firstly, the reseacher selected the class by using cluster random sampling to find sample class. Secondly, the students gave questionnaire to know their cognitive style which divided field dependent students and field independent students. There are 18 items that adapted from Wyys. Thirdly, the students were given reading comprehension test to know their reading comprehension of report text. Finally, the researcher reported the data.

## **B. Variable of the Research**

McMillan's stated variable is a type of concept or characteristic that can take on different values divided into categories. The first variable is influence or predicts called independent variable. The second variable is independent

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<sup>72</sup> Siegel, A.F., & Morgan, C.J. *Statistics and data analysis: An Introduction*. (New York: Willey, 1996), p.87

variable called dependent variable.<sup>73</sup> It means that a variable can be classified according to measurement that functions and their use in the research.

A variable or characteristic of an organization that the researcher can measure and varies among individuals or organization studies.<sup>74</sup> There are two variables in this research, namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in research. While dependent variable is a variable which is observed and the effect of the independent variable.

Therefore, it can be classified as dependent and independent variable fields. In this research, there are two variables: they are as follows:

1. The independent variables of research are field dependent students symbolized with ( $X_1$ ) and field independent students symbolized with ( $X_2$ ).
2. The dependent variable of research is student reading comprehension symbolized with ( $Y$ ).

### **C. Operational Definition of Variable**

The definition of a variable is investigated by the researcher is as follows:

1. Independent variable ( $X$ )
  - a. Field dependent students ( $X_1$ )

Field-dependent students are more sociable, communicative and more dependent on the other people. So that the teacher give different approach to

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<sup>73</sup>James H. McMillan, *Education Research: Sixth Ed.* (Boston: Pearson Education, Inc 2012), p.38

<sup>74</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (Boston: Pearson Educational, 2012), p.112



students who have different style of learning. When the students be field dependent, teacher must make discussion with other students.

b. Field independent students ( $X_2$ )

Field-independent Who are the person who is more analytical thought, self respect and also has high self confidence. The students has independent field in the characteristic learning style so that the teacher must focus on their passage or text and they can find self the main idea, supporting detail and topic.

2. Dependent variable (Y)

The dependent variable (Y) is the students' reading comprehension. Students' reading comprehension of report text is students' ability in understanding the text in reading. The researcher was tested the know the score as the result of the test. The students must answer the questions which are of eight aspects. The aspects are main idea/ topic of sentence, expression / idiom / phrases in context, inference (implied detail), grammatical features, details (scanning for specially stated details), excluding not written (unstated details), supporting ideas, vocabulary in context. Thus, the researcher is based on those aspects.

#### **D. Population, Sample and Sampling Technique**

1. Population

Fraenkel and Wallen say that research is a research group that is obtained and hopes to apply the results.<sup>75</sup> Therefore the population in this research is the first semester of the eleventh grade of Kemala Bhayangkari High School

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<sup>75</sup>Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: McGraw-Hill, 2009), p. 90

Kotabumi North Lampung in the academic year of 2018/2019. The total numbers of students are 177 students that are divided into 5 classes. There are 5 classes (three science classes and two social classes) and each class consists of 35 to 36 students. Here is the table of the students' number in detail.

**Table 3**  
**The Number of Students at the eleventh Grade of**  
**Kemala Bhayangkari Kotabumi High School in the academic Year of 2018**

No	Class	Gender		Total
		Female	Male	
1	XI IPA 1	20	16	35
2	XI IPA 2	23	12	32
3	XI IPA 3	25	10	35
4	XI IPS 1	24	11	35
5	XI IPS 2	19	17	36
Total		111	66	177

*Source: Senior high school SMA Kemala Bhayangkari Kotabumi in the academic year of 2018/2019*

## 2. Sample of the Research

According to Susteyo, the sample is part of the population that must have the same characteristic with the population.<sup>76</sup> The cluster random sampling technique that will be selected for the sample for this study. Cluster random sampling will be chosen because it is easier to study a subject in a group or cluster to take the sample.<sup>77</sup> It means that the sample is a group of individuals as a part of the population which is chosen from the whole population. From the population, the researcher will take two classes as the sample of the research, one as reading comprehension test class and one as try-out class.

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<sup>76</sup>Budi Susteyo, *Statistik untuk Analisis Data Penelitian*, (Bandung: PT. Refika Aditama, 2012), p. 139

<sup>77</sup>Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Surabaya: Usaha Nasional, 1982), p. 196

Sample is a group of scores selected from population of scores.<sup>78</sup> The researcher chooses the grade level students because the researcher assumed that they have knowledge English better than grade or twelve grade and they also already have experienced of learning English. In this research, the researcher was used cluster random sampling because the students of the grade in SMA Kemala Bhayangkari Kotabumi have the same chance to be selected as a sample. The name of the classes were written on a piece of paper then the paper was rolled up and put into the box, the box was shaken and the researcher took one pieces of the rolled paper, the researcher got X1 IPS 2 as a sample of the research.

### 3. Sampling Technique

The sample is part of the population studied and represents the population characteristics. If the population of research is less than 100 then the sample taken is all, but if the study population is more than 100 then the sample can be taken between 20-25%. Sample in the research is done randomly.<sup>79</sup>

In conducting research, the sample was taken from the population by using cluster random technique. According to Budi Susetyo the sample is part of the data from population which have same characteristics with population. The random sampling technique is a method for taking samples where each population has an opportunity becomes a sample.<sup>80</sup>

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<sup>78</sup> Margono, *Metode Penelitian Pendidikan*, (Jakarta: Renika Cipta, 2004) p. 127

<sup>79</sup> Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Rineka Cipta, 2010. p. 185

<sup>80</sup> Budi Susetyo, Loc. Cit

Here are the steps of taking sample by using cluster random technique:

- a. The first, the researcher divided the total population of  $177 \times 20\% = 35.5 = 36$  students
- b. Second, the researcher made a kind of lottery
- c. Third, the researcher provided 5 pieces of small paper which each piece was the name of class then the researcher rolled them up and put them into a box.
- d. Fourth, the researcher shook the box and took two small pieces of rolled paper. The first was try-out test class and the second the reading comprehension test class. The class XI IPA 2 was try-out test class XI IPS 2 was reading comprehension class.
- e. After the researcher did with cluster random sampling then get XI IPS 2 as the sample of reading comprehension test class. The total of XI IPS 2 students is 36 students. The students were at the first semester students at SMA Kemala Bhayangkari Kotabumi in the academic year of 2018/2019.

#### **E. Data Collecting Technique**

To know the results of students' reading comprehension achievement, the researcher was collected some data. The data was collected through tests.

##### **1. Questionnaire**

The researcher was gave the questionnaire to the eleventh grade students of SMA Kemala Bhayangkari Kotabumi. The purpose to know the characteristic learning style to categorize the students into two groups that were field-independent and field-dependent personality.

## 2. Reading comprehension test

Reading test administered to measure the students' reading comprehension abilities in each group, namely field-independent and field-dependent. There are 8 aspect as follows main idea/ Topic sentence, expression idiom/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

### F. Instrument of the Research

An instrument is a tool for measuring, observing, and documenting quantitative data. It contains specific questions and response possibilities that you have established or developed in advance of the study.<sup>81</sup>

In collecting the data, researcher used the following technique:

#### 1. Questionnaire

The questionnaire for cognitive style test that is used many times to measure personality. There are 18 questionnaire items which have 4 options in each question. The questionnaire has been taken and translated into Indonesian in order to minimize interpretation by the students. The scoring system was SS (strongly agree) = 4, S (agree) = 3, TS (disagree) = 2, STS (strongly disagree) = 1. It is a set of questions and statements to be categorized into two groups that are Field Dependent and Field Independent students. The questionnaire is taken from the expert by Robbert Wyss. So that, the questionnaire is valid.

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<sup>81</sup>John W. Cres well, *Op.Cit.*, p. 14

**Table 3.1 Table of specification of questionnaire:**

Aspect	Indicator	Items numbers	Total numbers
Field independent (FID)	Analytic	2,3	2
	Independent	5,7,8	3
	Not social aware	6,9	2
	Personal orientation	1,4	2
Field dependent (FD)	Holistics	11,12	2
	Dependent	1,16,17	3
	Socially sensitive	15,18	2
	Impersoal orientation	10,13	2
Total			18

## 2. Reading Comprehension Test

An instrument for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you have established or developed in advance of the study.<sup>82</sup>In this research, the researcher will use multiple choice questions to know students' reading abilities in comprehending report text. The test is aimed at measuring students' reading comprehension abilities.

In measuring students' reading comprehension, the test will administer based on some creation according to brown theories. They are: main idea. They are: main idea/ topic sentence, expression/ idiom/ phrases in context, inference (implied detail), grammatical features, details (scanning for specially stated details) excluding the not written facts (unstated details) supporting ideas, and vocabulary in context.<sup>83</sup>The researcher uses the report text to be a reading test

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<sup>82</sup> John W. Cres well, *Educational Res earch:Planning, Conducting, and Evaluating Quantitative and Qualitative Res earch*, (New York: Pears on Education, fourth edition, 2012), p.14

<sup>83</sup>Brown H. Douglass, *loc.cit.* p.206

because the material has been learned in the school. There is a report text on the syllabus of the school.

**Table 3.2**  
**The specification of reading comprehension test**

No	Aspects	Indicator	Items number		Total
			Odd	Even	
1	Main idea / Topic sentence	Students can find the main idea of the passages entitled	1, 15, 19, 25, 29,	18, 20, 30,40,	9
2	Expression / idiom / phrases in context	Students can understand the meaning of expressions / idioms / phrases in context	45,	44,48, 50	4
3	Inference (implied detail)	Students can find what is inferred in the passage	13,	2,8, 38,	4
4	Grammatical features	Students can match between the pronoun and what or who it stands for	33, 39,49,	14, 22, 28,	6
5	Detail (s canning for a specially stated detail)	Students can scan for specially stated detail	3, 17,	6, 24, 26,46,	6
6	Excluding facts not written (uns tated details	Students can scan for unstated detail	5, 11, 21,31,43,	32, 34, 36,42,	9
7	Supporting idea	Students can find the supporting idea to support main idea	7, 23, 37, 47,	4, 12,16,	7
8	Vocabulary in context	Students can guess the meaning of difficult vocabularies from the context provided	9, 27, 35,41,	10,	5
<b>Total</b>			<b>25</b>	<b>25</b>	<b>50</b>

## **G. Research Procedure**

There are three steps done in conducting this research. They are:

### **1. Planning**

#### **a. Determining the research problem**

The first step of this research determined the problem. The researcher was determined kind of problems appear in the class.

#### **b. Determining the subject of the research**

The subjects of the research were the students at the first semester of the eleventh grade SMA Kemala Bhayangkari Kotabumi.

#### **c. Preliminary research**

The researcher did preliminary research in SMA Kemala Bhayangkari Kotabumi. The researcher interviewed with the English teacher in the eleventh grade. Her name is Desi Anggaraeni, S.Pd.

#### **d. Preparing the questionnaire**

The content of this questionnaire cover field dependent and field independent. There are 18 items of questionnaire.

#### **e. Determining the material to be taught**

The researcher determined the material taught to the students that is reading comprehension of report text.

#### **f. Preparing reading comprehension test**

The researcher prepared a kind of test called reading comprehension test that gave to the students. By giving the test, the researcher was to know whether the students have difference significant score in reading comprehension test.



## 2. Application

After planning, the researcher tries to apply the research. There steps are as follows:

- a. In the first meeting, the researcher gave try-out test before validity.

The test is multiple choices with option a, b, c, and d. There are 50 items question. The test was distributed in class eleventh.

- b. In the second meeting, the researcher gave questionnaire

The content of this questionnaire cover field dependent and field independent.

There are 18 items of questionnaire divided students field dependent students and field independent students.

- c. In the third meeting, the researcher give reading comprehension test

The test multiple choices with option a, b, c, and d total numbers of the test has determined by the validity and reliability. After being determined by the validity and reliability, there are 40 items questions.

## 3. Reporting

The last step should be done in the research procedure is reporting. There are as follows:

- a. Analyzed the notes of the observations and interviews
- b. Analyzing the data received from questionnaire
- c. Analyzing the data received from the try-out and reading comprehension test.
- d. Making a report on the findings

## H. Scoring Procedure

### 1. Questionnaire

In scoring the field dependent students and field independent students. The researcher used likert scale to measure the items of questionnaire. In likert scale, the answer of every item from questionnaire have gradation from SS= 4, S=3, TS=2, STS=1. The questionnaire consists of 18 items where the items number of 1,2,3,4,5,6,7,8,9 are indicates as field dependent students and item numbers of 10,11,12,13,14,15,16,17,18 are indicated for field independent students. The maximum score of the whole questionnaire is 72 and the minimum score is 18. The maximum score of the questionnaire for field dependent is 36 and minimum score 9 and they are also the same for field independent. For example Novita got score 32 for dependent, 22 for field independent and 54 for total score. So that, the researcher put the students into field dependent students because score of field dependent is higher than field independent.

### 2. Reading comprehension test

Before get the score, the researcher determined the procedure that used to score the students' work. In order to do that, the reseacher used Arikunto's formula.<sup>84</sup> The ideal highest score is 100. The scores of post test was calculated by using the following formula :

$$S = \frac{r}{n} \times 100$$

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<sup>84</sup>Suharsimi Arikunto, *Dasar – dasar Evaluasi Pendidikan*, Bina Aksara, Jakarta. 1989, p.271

Notes :

S = Score of test

r = Total of right answer

n = Total items

## I. Validity

### 1. Validity of Test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to measure. According to Kotari, validity is the most critical criterion and indicates the degree to which an instrument measures what it is suppose to measure.<sup>85</sup> Validity can also be thought of as utility. In other words, validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested.<sup>86</sup> To measure that the test has a good validity, there are two basic types of validity, content validity, and construct validity.

#### a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>87</sup> It means that the content validity is based on the material, and the material is agreement with the objectives of learning.

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<sup>85</sup>C.R. Kotari, *Research Methodology*, (Jaipur: New Age International, 2004), p. 73

<sup>86</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2013), p.272

<sup>87</sup>John W.Best and James V.Khan, *Research in Education*, (New Delhi,Prentice-Hall,7<sup>th</sup> ed.,1995).p.218

## 1) Questionnaire

The questionnaire for cognitive style test has taken from the test that was used many times to measure cognitive style. There are two aspects that used in this questionnaire. They are field dependent and field independent. The indicators of field independent are analytic, independent, not social aware and personal orientation. The indicators of field dependent are holistic, dependent, socially sensitive, and impersonal orientation. It is a set question and statement to be answered by the students to categorize them into two groups that are Field Dependent and Field Independent students. The questionnaire took from the expert by Wyss. So, that the questionnaire does not need to be tried out.

## 2) Reading comprehension test

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus, because the test must be able to measure the students' reading comprehension at eleventh grade of senior high school. There are KI 3 and KD 3.9 and KD 4.13 which explained about report text. The researcher was consulted the instrument to the English teacher of SMA Kemala Bhayangkari Kotabumi North Lampung.

### b. Construct Validity

Best and Khan stated "*construct validity*" is the degree to which scores on a test can be accounted for by the explanatory constructs of sound theory.<sup>88</sup> It means that the construct validity is focused on the kind of test that is based on the concept and theory which can measure the validity.

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<sup>88</sup>*Ibid*, p.219

## 1) Questionnaire

In this research, the researcher adapted a questionnaire from the expert by Wyys. There are 8 aspects to divide students be field dependent students and field independent students. They are analytic, independent, not social aware, personal orientation, holistics, dependent, socially sensitive, and impersonal orientaion. The instrument of questionnaire is valid because the reseracher adapted from the expert.

## 2) Reading Comprehension Test

As we know that, construct validity is needed to the measuring instrument that have some indicators to measures one aspect or construct. There are SK, KI 3 and KD 3.9 and KD 4.13 which explained about report text. The researcher administered the test whose the scoring covered eight aspect of reading by brown, they are: main idea, expression/ idiom/ phrases in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the researcher was consult the instrument of reading comprehension test to the English teacher of SMA Kemala Bhayangkari Kotabumi as a validator, for determining whether the test has obtained construct validity or not. There are 10 questions of validation form to make sure whether the instrument reading comprehension test is valid or not.

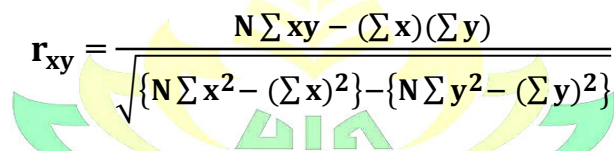
The researcher did construct validity by consulting to the English teacher on September 25<sup>th</sup> 2018. After the researcher analyzed the instrument and she concerned that the instrument was valid and she said that the content must be fixed and replaced so the researcher fixed and replaced wrong content. The

result of validation form for reading comprehension test was attached. (See appendix 6)

c. Item Validity

The researcher gave some question to know valid or not the question that give the students. The item validity was calculated to measure the validity of the test items. The researcher was gave the tryout of reading comprehension for students as the sample. Then, the researcher evaluated the test items to get good items that are in test. In this research used *product moment* to calculate the data obtained from the try out to find the item validity of each item. where this correlation sees the relationship between the score or the answer to each question item given in the test..

The formula is a follows:


$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} - \{N \sum y^2 - (\sum y)^2\}}}$$

Noted:

$r_{xy}$  = Correlation coefficient between variabel x and variabel y

N = number of cases

$\sum xy$  = number of multiplication between score x and score y

$\sum x$  = all of the score x

$\sum y$  = all of the score Y.<sup>89</sup>

It is known that if the significance level is 5% if the result of the calculation is obtained  $r_{count} \geq r_{tabel}$  m hen it is said that the item number has been significant or valid. If  $r_{count} \leq r_{tabel}$  then the item is not significant or invalid. Interpret the  $r_{xy}$  correlation coefficient. The  $r_{xy}$  value is the correlation

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<sup>89</sup> Creswell, Op.Cit, p.87

coefficient value of each item before the question is correlated, then the corrected item-total correlation coefficient is searched with the following formula:

$$r_{x(y-1)} = \frac{r_{xy}S_y - S_x}{\sqrt{S_y^2 + S_x^2 - 2r_{xy}(S_y)(S_x)}}$$

Noted:

$x_i$  : The value of the respondent's answer from the question item

$y_i$  : The total value of the respondent

$r_{xy}$  : Correlation coefficient on item before corrected

$S_y$  : Total standard deviation

$S_x$  : Standard deviation of item

$r_{x(y-1)}$  : *Corrected item-total correlation coefficient*

$r_{x(y-1)}$  will be compared with correlation coefficient table  $r_{table} = r_{(a,n-2)}$ . If  $r_{x(y-1)} \geq r_{table}$ , then the instrument is valid.<sup>90</sup>

The researcher gave reading comprehension test before validity on September 26<sup>th</sup> 2018 which consisted of 32 students in class XI IPA 2. The result of the items reading comprehension test before validity were: from 50 items of reading comprehension test before validity for try-out test there were 40 items considered valid. There were number 2. 3. 4. 6. 8. 9. 10. 12. 13. 14. 15. 17. 18. 19. 20. 22. 25. 26. 27. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50.

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<sup>90</sup>Novalia and Muhamad Syazali, *Olah Data Penelitian Pendidikan*, (Bandar Lampung: Aura, 2014), p.38

After calculating the test items from the calculation of *product moment*, It can be drawn a conclusion that the result of the items are left after validation. From 50 items the items of reading comprehension test before validity for try-out test there were 10 items were not valid. There were number 1. 5. 7. 11. 16. 21. 23. 24. 28. 40.

## J. Reliability

Frankel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>91</sup> Besides having high validity, a good test must have high reliability too. To get reliability of the test, the researcher will use crobach alpha to calculate the reliability of the test. There are some questions in reading comprehension test to reliability.

To get the reliability of the test, the researcher used *Cronbach Alpha* reliability. The score get from two raters; they were the researcher and the English teacher. To see the reliability of the test, the researcher used formula as follows:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right)$$

$r_{11}$  : The reliability of the test

$k$  : The total items<sub>r</sub>

$V_t$  : The total variants

$\sum pq$  : Sum of p x q

$P$  : Total of the students' who get right in the test

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<sup>91</sup>Jack R.Frankel and Norman E.Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 7<sup>th</sup> ed, 2009), p.154



q : Total of the students who get wrong in the test ( $q = 1-p$ )<sup>92</sup>

Furthermore, to know the degree or the level of the reliability of writing test the writer also use the criteria of reliability as follows:

1. 0.800 – 1.000 = very high
2. 0.600 – 0.800 = high
3. 0.400 – 0.600 = medium
4. 0.200 – 0.400 = low
5. 0.000 – 0.200 = very low<sup>93</sup>

$$\begin{aligned} r_{1\frac{1}{2}} &= \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right) \\ &= \left( \frac{50}{50-1} \right) \left( \frac{70-9.3}{70} \right) \\ &= 1.020 \left( \frac{60.7}{70} \right) \\ &= 0.9 \end{aligned}$$

After calculating the reliability for reading comprehension test, it has a very high reliability because the result of reliability value was 0.9. The researcher concluded that the degree of the level of reliability of the students was very high reliability.

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<sup>92</sup> Novalia and Muhamad Syazali, *Op. Cit*, p. 39

<sup>93</sup> *Ibid*, p. 311

## K. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There are two test that must be done before analyzing the data by using independent sample t-test. *Independent sample t-test* was able to use in order to see whether the hypothesis were accepted or rejected as long as the data was distributed normally. The researcher used independent sample t-test because the data of sample was taken from random sampling technique. They are normality test and homogeneity test.

### 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines. It is including statistics parametric tests to produce accurate results. The assumptions underlying them such as normality and homogeneity test must be satisfied.

#### a. Normality test

The normality test used to know whether the data in the experimental class and control classes are normally distributed. In this research the researcher was used statistical computation by using SPSS (Statistical Package for Social Science) for normality. The test of normality employed is Kolmogorov–Smirnov.

The hypotheses for the normality test are formulated as follows:

$H_0$ : The data are normally distributed.

$H_a$ : The data are not normally distributed.

While the criteria of acceptance or rejection of hypothesis normality test are as follows:

$H_o$ : is accepted if  $\text{Sig} \geq \alpha = 0.05$

$H_a$ : is accepted if  $\text{Sig} < \alpha = 0.05$

#### b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the variance data is homogeneous or not. In this research the researcher used statistical computation by using SPSS (Statistical Package for Social Science). The test of homogeneity employing Levene's test.

The hypothesis for the homogeneity tests are formulated as follows:

$H_o$  : the variances of the data are homogenous

$H_a$  : the variances of the data are not homogenous

While the criteria of acceptance or rejection of hypothesis for homogeneity test are as follow:

$H_o$  is accepted if  $\text{Sig} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig} < \alpha = 0.05$

#### L. Hypothesis of Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the researcher was used independent sample t-test. *Independent sample t-test* is able to use in order to see whether the hypothesis were accepted or rejected as long as the data was distributed normally. The researcher used independent sample t-test because the data of sample was taken from random sampling technique. In this case, the researcher used statistical

computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is for practicality and efficiency in the study.

The hypotheses are:

Ha : There is asignificant differencebetweenfielddependent studentsand field independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in the academic year of 2018/2019.

H<sub>0</sub> : There is no a significant difference between field dependent studentsand field independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypotheses is:

Ha is accepted if  $\text{Sig} \leq \alpha = 0.05$

Ho is accepted if  $\text{Sig} > \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The researcher was aimed to know whether there is a significant difference between field dependent students and independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in the academic year of 2018/2019. The total number of the sample was 36 students, one class was chosen as tryout class.

The instrument of this research was questionnaire and reading comprehension test. The questionnaire consisted 18 items and administered in 20 minutes. In the reading comprehension test consisted 40 multiple choice items with four options. The reading comprehension test was administrated in order to see the student's score in report text. The questionnaire was conducted on October 1<sup>st</sup> 2018 for class XI IPS 2 as sample class. The reading comprehension test was conducted on October 4<sup>th</sup> for class XI IPS 2 as sample class.

##### **1. Result of Questionnaire**

The questionnaire was given to classify the sample into two groups, namely field dependent students and field independent students. The questionnaire was distributed on 1<sup>st</sup> October 2018. It is composed of 18 items and administered in 20 minutes. The researchers selected one class that was XI IPS 2 as sample class. The class consists of 36 students.

In scoring field dependent and field independent students, the used a Likert scale to measure the items of the questionnaire. In Likert scale, the answer from every item has gradation from very positive to very negative. That are strongly agree, agree, disagree, and strongly disagree. The researcher used the score to analyze the answer of the questionnaire.

In the previous chapter, the researcher has explained how to score the questionnaire. The questionnaire consists of 18 items where item number are 1,2,3,4,5,6,7,8,9 were indicated as field dependent students and item numbers are 10,11,12,13,14,15,16,17,18 were indicated field independent students. Based on the explanation above, the maximum score of the whole questionnaire was 72 and the minimum score was 18. The maximum score of the questionnaire for field dependent was 36 and minimum score 9 and they are also same for field independent.

a. Field Dependent Students

The questionnaire consists of 18 items where item number of 1,2,3,4,5,6,7,8,9 were indicated as field dependent students. In scoring field dependent, the research used a Likert scale to measure the items of the questionnaire. In Likert scale, the answer from every item has gradation from very positive to very negative. That are strongly agree = 4, agree =3, disagree = 2, and strongly disagree = 1. The researcher used the score to analyze the answer of the questionnaire. The scores of field dependent students seen table 4.

**Table 4**  
**Result of the Field dependent Students**

No	Student's code	Field dependent	Field independent	Result
1	AN	28	26	FD
2	AD	25	22	FD
3	BF	25	23	FD
4	KA	25	24	FD
5	MFA	29	28	FD
6	SY	27	24	FD
7	SPL	30	20	FD
8	SRA	30	14	FD
9	JKA	23	12	FD
10	TKO	26	16	FD
11	TKL	26	16	FD
12	KKA	30	28	FD
13	SB	24	22	FD
14	ZII	31	29	FD

Based on table 4, it can be seen that 14 students got score field dependent students. For example, BF got score 25 for Field Dependent, 23 for Field Independent and 48 for total score. So the researcher put the students into field dependent students because score of field dependent was higher than field independent. Based on the result of the questionnaire, the researcher analyzed the score of the questionnaire, from students the sample into field dependent and field independent. The results of the questionnaire showed that there were 14 students belonging to the field dependent students.

**b. Field independent students**

The questionnaire consists of 18 items where item number of 10,11,12,13,14,15,16,17,18 were indicated field independent students. In scoring field independent, the research used a Likert scale to measure the items of the questionnaire. In Likert scale, the answer from every item has gradation

from very positive to very negative. That are strongly agree = 4, agree =3, disagree = 2, and strongly disagree = 1. The researcher used the score to analyze the answer of the questionnaire. The scores of field independent students seen table 4.1.

**Table 4.1**  
**Result of the Field Independent Students**

No	Student's code	Field dependent	Field independent	Result
1	ARS	25	28	FID
2	AJ	26	31	FID
3	AS	29	32	FID
4	AKR	28	32	FID
5	DAW	29	34	FID
6	DPA	25	26	FID
7	EY	29	31	FID
8	FFY	28	34	FID
9	IS	27	30	FID
10	IMK	26	30	FID
11	KN	24	28	FID
12	ND	33	36	FID
13	RA	34	36	FID
14	RS	22	25	FID
15	RN	25	28	FID
16	RW	22	24	FID
17	RI	21	24	FID
18	RP	26	29	FID
19	RDD	25	29	FID
20	SB	21	29	FID
21	SP	25	36	FID
22	ZUC	19	28	FID

Based on table 4.1, it can be seen that 14 students got score field dependent students. For example, SP got score 25 for Field Dependent, 36 for Field Independent and 61 for total score. So the researcher put the students into field independent students because score of field independent was higher than field dependent. Based on the result of the questionnaire, the researcher analyzed the score of the questionnaire, from students the sample into field dependent and



field independent. The results of the questionnaire showed that there were 22 students belonging to the field independent students.

## 2. Result of Reading Comprehension Test

The researcher conducted reading comprehension test to know significant difference score between field dependent students and field independent students especially on report text. The reading comprehension test was administrated on October 4<sup>th</sup>, 2018. In this research most of the students in field independent students got high scores than field dependent students. On the other side, field dependent students got medium scores and some of them got high scores.

### a. Field Dependent Students

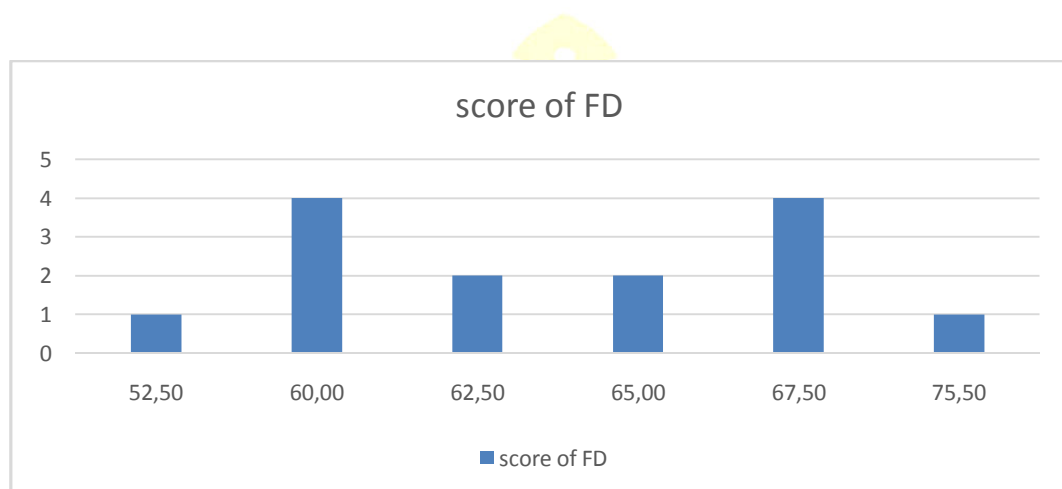
The numbers of qualified items in reading comprehension test were 40 items of multiple choice reading comprehension test with four optional alternative answers (A, B, C, and D), one was correct answer and the others were the distracters. The topic of text in reading comprehension test is report text. This test was conducted in 60 minutes for time allocation. The score of reading comprehension test in post test could be seen in table 4.2.

**Table 4.2**  
**Result of Reading Comprehension Test score of Field Dependent Students**

N	14
Mean	63.57
Median	63.75
Mode	60
Std. Dev	4.97
Variance	24.7

Minimum	52.50
Maximum	72.5

Based on the table 4.2, it can be seen that N was 14 students. The mean of reading comprehension test of field dependent students was 63.57, standard deviation was 4.97, median was 63.75, mode was 60, variance was 24.7, minimum was 52 and maximum was 72. It showed student's reading comprehension ability of field dependent students. The data were the student's scores and their scores represented their ability. There are 14 of field dependent students who have done in reading comprehension test. Those score could be seen on the following table. Meanwhile, the distribution frequency of students' reading comprehension test score in the sample class could be seen on the table below.



**Figure 1**  
**Graph of Result of Field Dependent Students Reading Comprehension Test**

Figure 1 showed that frequencies distribution of reading comprehension test in the field dependents students. The total of the students in the field dependent students were 14 students. Based on the explanation, the result of showed the difference score of reading comprehension test between field

dependent students and field independent students. It could be seen that there was 1 student got 53, 4 students got 60, 2 students got 63, 2 students got 65, 4 students got 68 and 1 student got 73 of each.

b. Result of Reading Comprehension Test of Field Independent Students

The numbers of qualified items in reading comprehension test were 40 items of multiple choice reading comprehension test with four optional alternative answers (A, B, C, and D), one was correct answer and the others were the distracters. The topic of text in reading comprehension test is report text. The reading comprehension test was conducted in 60 minutes for time allocation.

The score of reading comprehension test in post test could be seen in table

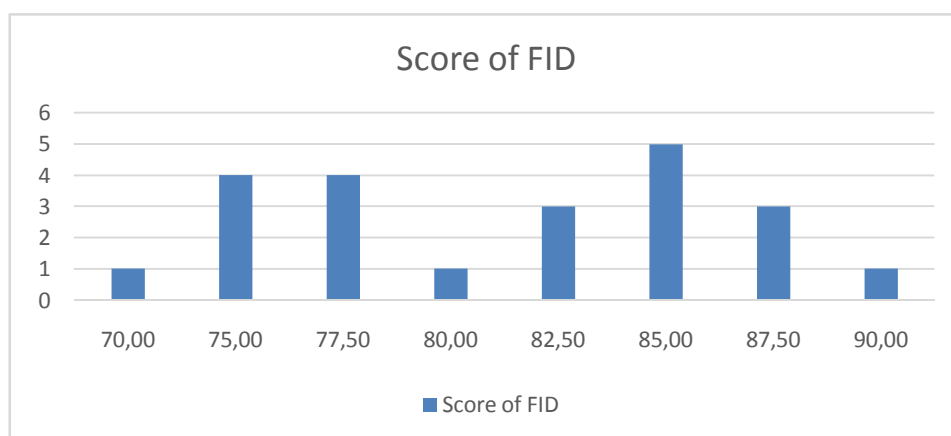
4.3

**Table 4.3**  
**Result of Reading Comprehension Test Score Field Independent Students**

N	22
Mean	81.13
Median	82.5
Mode	85
Std deviation	5.38
Variance	29
Minimum	70
Maximum	90

Based on the table 4.3, it can be seen that N was 22 students. The mean of reading comprehension test of field dependent students was 81.13, standard deviation was 5.38, median was 82.5, mode was 85, variance was 29, minimum

was 70 and maximum was 90. It showed student's reading comprehension ability of field dependent students. The data were the student's scores and their scores represented their ability. There are 22 of field independent students who have done in reading comprehension test. Those score could be seen on the following table. Meanwhile, the distribution frequency of students' reading comprehension test score in the sample class could be seen on the table below.



**Figure 2**  
**Graph of Result of Field Independent Students Reading Comprehension Test**

The figure 2 showed that frequencies distribution of reading comprehension test in the field independents students. The total of the students in the field independent students were 22 students. Based on the explanation, the result of showed the difference score of reading comprehension test between field dependent students and field independent students. It could be seen that there was 1 student got 70, 4 students got 75, 4 students got 78, 1 student got 80, 3 students got 83 and 5 students got 85, 3 students got 88, 1 student got 90 of each.

## **B. Result of Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There are two assumptions that have done, before the researcher analyzed the data by using t-test.

### **1. Fulfillment of the assumption**

Before knowing the result of data analysis by using independent sample t-test, firstly there are two assumptions that must be done and known. They were the normality test and homogeneity test.

#### **a. Result of Normality Test**

Normality test used to know whether the data were normality distribution or not. In testing the data, the researcher used SPSS version 16 (one sample Kolmogrov-Smirnov Test) to analysis the data. Kolmogrov-Smirnov could be used if the sample was more than 30.

The hypotheses are:

$H_0$ : the data have normal distribution

$H_a$ : the data do not have normal distribution

The criteria of acceptance or rejection of the hypotheses for normality test were:

$H_0$  was accepted if  $\text{Sig} (P_{\text{value}}) \geq \alpha = 0.05$

$H_a$  was accepted if  $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

**Table 4.4**  
**The Result of Normality Test for Reading Comprehension Test**

Cognitive style	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
FID	.173	22	.087
FD	.165	14	.200 <sup>*</sup>

Based on table 4.5, it can be seen that  $P_{\text{value}}(\text{Sig.})$  for field dependent students was 0.20 and  $P_{\text{value}}(\text{Sig.})$  for field independent students was 0.87. Because  $\text{Sig.}(P_{\text{value}})$  of field dependent students  $> \alpha$  0.05. So,  $H_0$  is accepted and  $\text{Sig.}(P_{\text{value}})$  for field independent students  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that data of field dependent students and field independent students had normal distribution.

**b. The Result of Homogeneity Test**

Homogeneity test was used to determine whether the data obtained from the sample homogenous or not. After knowing the normality the data, the researcher calculated the homogeneity test by using SPSS.

a. The hypotheses are:

$H_a$ : the variance of data is not homogeneous

$H_0$ : the variance of data is homogeneous

b. The criteria of the test are:

$H_0$  is accepted is  $\text{Sig} \geq \alpha = 0.05$

$H_a$  is accepted is  $\text{Sig} < \alpha = 0.05$

**Table 4.5**  
**Result of Homogeneity Test**

Levene Statistic	df1	df2	Sig.
.680	1	34	.415

On table, it can be seen the result of the homogeneity test is 0.415. It was told that  $H_0$  is accepted because Sig. ( $P_{\text{value}}$ ) was  $0.415 > \alpha = 0.05$ . Thus, it concluded that variance of data was homogenous.

**c. Result of Hypothetical Test**

The researcher used the hypothetical test using SPSS (*Statistical Program For Social Science*), independent sample t-test.

The hypotheses formulas were:

$H_a$  : There is a significant difference between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

$H_0$  : There is no a significant difference between field dependent students and field independent students in reading comprehension on report text at first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis are:

$H_a$  was accepted if  $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

$H_0$  was accepted if  $\text{Sig} (P_{\text{value}}) \geq \alpha = 0.05$

**Table 4.6**  
**The Result of Hypothetical Test**

T	Df2	Sig.(2-tailed)
9.821	34	.000

Based on the result obtained in the independent sample t-test in table 4.6, that the value of significant generated  $Sig.(P_{value}) = 0.000 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was significant difference between field dependent students and field independent students in reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in the academic year of 2018/2019.

### **C. Discussion**

The result of the research showed that there was a significant difference between field dependent students and field independent students in reading comprehension on report text. Referring to the analysis of student's characteristics of cognitive style on the language learning, it was found that there were 14 students of the field dependent students and 22 students of the field independent students.

The previous research is a related in comparative on the students field dependent and field independent, one of the research was conducted by Ali, he says on his thesis entitled "The Relationship between Field Dependent-Independent Cognitive Style and Understanding of English Text Reading and Academic Success". In this case, the result of his researcher showed that the difference of



reading comprehension test between field dependent students and field independent students. It can be seen in the t-test which showed that t-value was higher than t-table. It means that there was a significant difference between field dependent students and field independent students in reading comprehension on report text.

From the previous research, it has been found that cognitive style here focuses on students' achievement in language learning especially English is influenced by field dependent students and field independent students. After classifying the students in field dependent and field independent students. The researcher found that the field independent students were more successful in reading comprehension. The students who are field independent students tend to have higher scores than field dependent students.

Based on the result of the research, the argument stated Ellis said that field independent student has four principal characteristics. There are Impersonal orientations, analytic, independent, and not socially aware. According to Schuman field independent students have characteristics to analyze without the contamination to other and faster in choosing his or her major field. It means that field independent students tend to be more independent in doing exercise so that better concentration in answering the test. Beside that they focused and concentrated easily when they were doing reading comprehension test.

In relation to the statement above, it had been proved that field independent students had a good score in reading comprehension test. Based on the finding of the result the mean of field dependent students was = 63.57 and the

mean score of field independent students was = 81.13. It means that the score of field independent students was higher than score of field dependent students. So it can be concluded that field independent students have better achievement than field dependent students in reading comprehension test.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

At the end of the research, the reading comprehension test was given to measure the significant difference score between the field dependent students and the independent field of reading comprehension on report text. The mean score of field dependent students was 63.57 and the mean score of field independent students was 81.13. It showed that the students' field independent was higher than students' field dependent.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of the data analysis, there is a significant difference between the field dependent students and the independent field of reading comprehension on report text at the first semester of the eleventh grade of SMA Kemala Bhayangkari Kotabumi North Lampung in academic year of 2018/2019.

In short, cognitive skills that are focused on students' English achievement in learning, especially reading comprehension. The comparison of students' reading comprehension tests according to their learning styles showed that students were often used in independent fields. style were better in reading comprehension tests than students who often used field dependent styles. In addition, the result revealed that there was a difference between reading between

students and field independent students. This indicates that students learn their style of reading reading comprehension.

## **B. Suggestion**

In line the conclusion of the research, the researcher proposed some suggestion as follows:

### **1. Suggestion to Teachers**

- a. The English teachers are recommended that they should pay more attention to the cognitive style, that is the field dependent students and field independent students in the learning process. It was found that there was a significant difference between field dependent students and field independent students. In this research reading comprehension achievement.
- b. The researcher that the English teacher should pay more and should consider their students in terms of their personality types. English teachers should not underestimate their students' abilities because they have different types of personality which make different ways of learning and influencing their learning achievement in reading comprehension.
- c. The researcher suggest that English teachers should give more attention to teaching students in reading especially in identifying main ideas, sentence topics, detail, reference and inference as well as analyzing visual and context clues. The teacher should train them to be more concentration since field independent is greater in number than field dependent.

Therefore, their reading comprehension achievement will be better. For example, the teacher can use work or group discussion techniques in teaching

and learning processes. Teacher can give direction first before students do interaction or task a practice. It can help students in solving the problem, because field dependent students have low analytical abilities, so they need much time to solve their problems. It is good for field independent students because it helps them socialize with others.

## **2. Suggestion for students**

- a. The students should learn and be more seriously in teaching English in order to develop their reading ability
- b. The students must have more time to read English books at home
- c. The students must learn to translate the contents of the text in the book with his friends to increase vocabulary and grammar

## **3. Suggestion for Future Research**

The researcher suggested to carry out or replicated comparative study between field dependent students and field independent students to developed teacher other skill such as writing, listening, and speaking; or teaching reading in the different level of the students such as: junior high school students. It is hoped that is study will emerge further to conduct or continue the same study in other skill.

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# APPENDIX



## THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER IN THE PRELIMINARY RESEARCH

Interviewer : Novita Sari

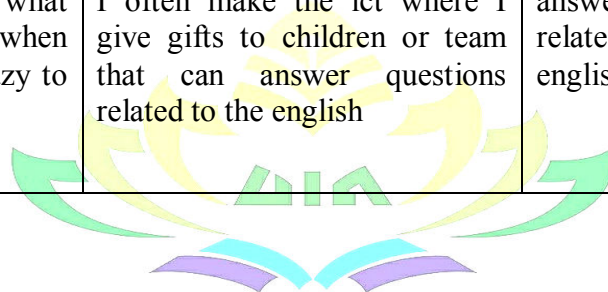
Interview : Desi Anggraeni, S.Pd

Day/date : 26<sup>th</sup> March 2018

No	Questions	Answers	Conclusion
1.	How long have you been teaching English ?	Since 2010 until now	The teacher has been teaching in SMA Kemala Bhayangkari Kotabumi for 8 year
2.	Can you explain your experience in teaching English, especially in teaching reading comprehension ?	The experience that I have learners' felt big curious about this lesson, they always ask anything what they want to know. But, they have felt difficulties to learn English that is have a minimum vocabulary in English, so they cannot explore their idea to get the main idea to describe something in English	they have felt difficulties to learn English that is have a minimum vocabulary in English
3.	Do you have methods, strategies, and technique in teaching	Yes I have, the methods are discussing, observing, and watching, I give some lesson like reading text to find main idea.	the methods are discussing, observing, and watching
4.	Did you applied, homework to reading book, novel?	Yes, sometimes	Yes. Suddenly
5.	Do you have problem in teaching reading comprehension?	Yes, I have sometimes the learners have less vocabulary, have less idea, have low motivation and have not interested to read. So their also more ask the vocabulary to me	have less idea, have low motivation and have not interested to read.

		and make the time for read do not effective. The environment is not effective.	
6.	What is curriculum is use, KTSP OR K13?	The curriculum for english lesson used the K13	The curriculum for English lesson used the K13
7.	How is the criteria of mastery in english for the english eleventh grade ?	The criteria of mastery in this school especially in english lesson is 70	The criteria of mastery in this school especially in English lesson is 70
8.	How does the teacher to improve his students' learning in achieving a score reading?	Directed reading activity, collaborative strategic reading.  Reading Guide is a learning strategy that uses reading or texts provided and guided by teachers to search for important words contained in the text or reading according to the topic of learning	Reading Guide is a learning strategy that uses reading or texts provided and guided by teachers to search for important words
9.	During teaching reading skill using what teaching technique?	Directed reading activity, collaborative strategic reading,	collaborative strategic reading
10.	Hold different types of students, eg dependent and independent learners to answer reading questions?	There are several remaining different cognitive learning. Students sometimes want to read their own text reading, but many students who read together or discussion with exchange of ideas principal	Students sometimes want to read their own text reading, but many students who read together
11.	Is one of the students in the 11th grade who is very visible his reading	There is. If not all people like to read	There is.

	ability?		
12.	What is Teacher response when facing different types of student learning in the classroom?	I have to be creative by teaching techniques that are used so that students do not get bored, sometimes I give games or missing lyrics to the English language song not impressed boring	students do not get bored, sometimes I give games or missing lyrics to the English
13.	Scores of English in the field of better reading skills children learn on their own or together or discussion?	If I see higher reading scores of self-taught children, because the constancy is better than others who like to discuss.	self-taught children, because the constancy is better than others who like to discuss.
14	As a teacher what do you do when students are lazy to learn?	I often make the lct where I give gifts to children or team that can answer questions related to the english	answer questions related to the english



# STUDENTS' READING SCORE

## CLASS XI IPA 1– XI IPS 2

### SMA KEMALA BHAYANGKARI KOTABUMI

NO	Class XI IPA 1		Class XI IPA 2		Class XI IPA 3		Class XI IPS 1		Class XI IPS 2	
	Name	Score	Name	Score	Name	Score	Name	Score	Name	Score
1	AAK	76	AP	80	AS	60	AP	76	ARS	60
2	AD	81	AD	70	AKP	74	AD	70	AJ	60
3	AS	70	APB	70	CK	40	APB	60	AS	54
4	AR	80	ADP	70	DS	55	ADP	72	AKR	45
5	ADS	90	AA	90	DI	60	AA	54	AN	72
6	AN	80	AY	82	DPS	64	AY	72	AD	44
7	BLD	90	BA	90	EYP	72	BA	58	BF	60
8	BA	90	CP	72	HA	66	CP	66	DAW	62
9	CAP	80	DA	80	HW	72	DA	60	DPA	61
10	DWD	85	DFA	73	IS	72	DFA	72	EY	40
11	DZ	81	DR	90	JA	70	DR	64	FFY	74
12	ER	87	DP	80	JYP	62	DP	74	IS	60
13	FD	82	DF	80	MAR	74	DF	70	IMK	72
14	FYP	83	DT	89	MDZ	50	DT	74	KA	70
15	FAS	81	FIS	88	MSU	40	FIS	54	KN	70
16	HM	70	IS	82	MA	66	IS	72	MFA	64
17	IA	70	JL	90	MK	78	JL	62	ND	74
18	IAT	69	KDL	81	ND	62	KDL	74	NA	72
19	MAA	69	KA	70	PAB	72	KA	70	RA	74
20	MAO	90	MHP	69	RR	80	MHP	66	RS	48
21	MAK	70	MZA	80	RY	60	MZA	72	RN	70

22	MK	90	MI	71	RA	66	MI	74	RW	70
23	NAO	69	MRS	90	RBS	50	MRS	54	RI	71
24	NHD	89	MM	70	RY	72	MM	72	RS	76
25	PNS	90	OOM	78	RDP	64	OOM	70	RP	68
26	PAS	70	RD	87	SP	72	RD	68	RDD	70
27	SS	70	RA	90	SS	70	RA	72	SY	72
28	TAE	87	RR	87	SW	70	RR	60	SB	70
29	TA	33	RM	78	SM	78	RM	62	SP	66
30	VKN	70	RS	79	VNP	74	RS	76	SPL	54
31	QRS	80	SM	69	YKL	70	SM	58	SRA	70
32	QL	80	TCH	83	YZ	67	TCH	74	JKA	76
33	RS	90			TER	60	ZOO	70	TKO	68
34	GKF	70			RQW	68	ZPQ	75	TKL	65
35	BJK	70			ZKO	60	ZUU	74	ZUC	78
36									ZII	70





## SILABUS PEMBELAJARAN

**Sekolah : SMA Kemala Bhayangkari Kotabumi**

**Kelas : XI**

**Mata Pelajaran : Bahasa Inggris**

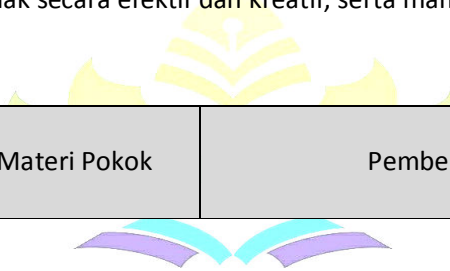
**Semester : 1 (Satu)**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya,</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...?</i></p> <p><i>What about ...?</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur</li> </ul>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li> <li>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang</li> </ul>	2 x 2jp	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>You should ...</i></p> <p><i>You can ....</i></p> <p><i>Do you need ....?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</p> <ul style="list-style-type: none"> <li>Siswa berlatih menggunakan ungkapan tersebut</li> <li>Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> <li>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber</li> </ul>	<p>memberi saran dan tawaran dan responnya .</p> <ul style="list-style-type: none"> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</li> </ul> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>lain</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li>• Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>• Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</li> <li>• Siswa membuat 'learning journal'</li> </ul>			



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks</p>	<p>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p>Fungsi sosial</p> <ul style="list-style-type: none"> <li>- Mengamati alam</li> <li>- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam</li> </ul> <p>Struktur</p> <ul style="list-style-type: none"> <li>- Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal.</li> </ul>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual</li> <li>• Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</li> <li>• Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.</li> </ul> <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> <li>• PENCAPAIAN FUNGSI SOSIAL</li> <li>• KELENGKAPAN DAN KERUNTUTAN STRUKTUR TEKS ILMIAH FAKTUAL</li> <li>• KETEPATAN UNSUR KEBAHASAAN: TATA BAHASA, KOSA KATA, UCAPAN, TEKANAN KATA, INTONASI, EJAAN, DAN TULISAN TANGAN</li> <li>• KESESUAIAN FORMAT PENULISAN/ PENYAMPAIAN</li> </ul> <p>PENGAMATAN (OBSERVATIONS):</p> <p>BUKAN PENILAIAN FORMAL SEPERTI TES, TETAPI UNTUK TUJUAN MEMBERI BALIKAN.</p> <ul style="list-style-type: none"> <li>• BERPERILAKU TANGGUNG JAWAB, PEDULI, KERJASAMA, DAN CINTA DAMAI, DALAM MELAKSANAKAN KOMUNIKASI</li> <li>• KETEPATAN DAN</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ilmiah faktual (factual report ) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata</p>	<p>It is very small with ....</p> <ul style="list-style-type: none"> <li>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</li> </ul> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> <li>- Simple Present</li> <li>- Kata kerja yang menggambarkan binatang/ benda/ gejala alam</li> <li>- Kata sifat</li> <li>- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati</li> <li>- ejaan, tanda baca, dan tulisan tangan dan cetak</li> </ul>	<p>unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</li> <li>• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok</li> </ul> <p>Komunikasi</p> <ul style="list-style-type: none"> <li>• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas</li> <li>• Siswa menyampaikan laporan berupa catatan (note taking) dari hasil membaca beberapa teks ilmiah</li> </ul>	<p>KESESUAIAN DALAM MENYAMPAIKAN DAN MENULIS TEKS ILMIAH FAKTUAL</p> <ul style="list-style-type: none"> <li>• KESUNGGUHAN SISWA DALAM PROSES PEMBELAJARAN DALAM SETIAP TAHAPAN</li> <li>• KETEPATAN DAN KESESUAIAN MENGGUNAKAN STRATEGI DALAM MEMBACA</li> </ul> <p>PORTOFOLIO</p> <ul style="list-style-type: none"> <li>• KUMPULAN CATATAN KEMAJUAN BELAJAR</li> <li>• KUMPULAN HASIL TES DAN LATIHAN.</li> <li>• CATATAN ATAU REKAMAN PENILAIAN DIRI DAN PENILAIAN SEJAWAT, BERUPA KOMENTAR ATAU CARA PENILAIAN LAINNYA</li> </ul> <p>PENILAIAN DIRI DAN PENILAIAN SEJAWAT</p> <p>BENTUK: DIARY, JURNAL,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pelajaran lain di Kelas XI.	yang jelas dan rapi. - Rujukan kata	faktual. <ul style="list-style-type: none"> <li>• Membuat learning journal dalam pembelajaran ini.</li> <li>• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan</li> </ul>	FORMAT KHUSUS, KOMENTAR, ATAU BENTUK PENILAIAN LAIN		



## COGNITIVE STYLES QUESTIONNAIRE

**NAME:**

**CLASS:**

Dibawah ini adalah daftar pertanyaan tentang karakter kepribadian siswa dalam belajar. Bacalah setiap pertanyaan dengan baik dan benar. Kemudian pilih salah satu yang menurut kalian paling sesuai dengan karakter pribadi anda dengan memberikan tanda (✓) pada kolom yang tersedia.

Keterangan:

SS : Sangat setuju

S : Setuju

TS : Tidak setuju

STS : Sangat tidak setuju

No	Pertanyaan	SS	S	TS	STS
1.	Saya dapat berkonsentrasi walaupun ditengah kebisingan ketika sedang belajar				
2.	Saya senang belajar sendiri agar dapat memahami materi grammar dengan baik				
3.	Saya harus mengerti setiap kata yang telah di baca dalam setiap matapelajaran				
4.	Saya pikir belajar sendiri adalah kunci dari pembelajaran yang efektif				
5.	Saya lebih suka belajar dengan keadaan sendiri dibandingkan bersma orang lain				
6.	Menerima masukan dari orang lain sangat tidak mempengaruhi saya dalam pembelajaran sama sekali				
7.	Saya biasanya mencari solusi untuk tantangan belajar dengan melihat keterampilan dan pengalaman				



8.	Saya biasanya membaca buku ketika teman kelas sedang istirahat				
9.	Saya tidak suka ketika dalam jam pelajaran terganggu karena aktivitas yang lain				
10.	Saya membutuhkan lingkungan yang tenang agar dapat berkonsentrasi dengan baik saat belajar				
11.	Saya merasa bosan dan tidak menarik untuk mempelajari grammar				
12.	Saya dapat memahami ide pokoknya atau maksud dari teks tanpa memahami semua kata atau arti yang ada dalam teks tersebut				
13.	Saya pikir diskusi adalah kunci belajar yang efektif dalam pembelajaran				
14.	Saya senang metode belajar dengan berpasangan atau berkelompok				
15.	Saya mendapatkan masukan dari orang lain yang digunakan untuk memahami permasalahan saya				
16.	Saya biasanya mencari tahu apa yang akan orang lain hadapi dan mencoba untuk memecahkan masalah nya				
17.	Saya dapat membaca dengan baik ketika teman kelas sedang tenang dan fokus untuk belajar sendiri di sekitar				
18.	Saya suka ada berbagai kegiatan lain ketika jam pelajaran agar tidak monoton dan membosankan				

## SOURCE

*Adapted from field dependent and independent checklist by robert wyss*

## Table of Reliability of Questionnaire

### Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded <sup>a</sup>	0	.0
	Total	36	100.0
a. Listwise deletion based on all variables in the procedure.			

### Reliability Statistics

Cronbach's Alpha	N of Items
.834	18

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	50.08	57.164	.289	.832
item_2	50.31	58.161	.231	.833
item_3	50.28	58.778	.116	.838
item_4	50.44	59.340	.065	.840
item_5	50.61	55.673	.316	.831
item_6	50.28	57.921	.185	.836
item_7	50.83	58.200	.124	.840
item_8	50.36	62.180	-.194	.854
item_9	50.47	53.628	.464	.824
item_10	50.58	50.707	.664	.812
item_11	50.50	49.686	.654	.811
item_12	50.64	49.494	.719	.808
item_13	50.50	54.771	.402	.827
item_14	50.42	50.364	.658	.812
item_15	50.28	51.863	.640	.814
item_16	50.47	49.971	.665	.811
item_17	51.06	50.340	.719	.809
item_18	50.44	50.483	.636	.813

## Data of the Students Questionnaire

NO	NO ITEM SOAL																				FD	FID	Category	
	Students code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	SKOR				
1	ARS	4	3	3	3	2	3	2	3	2	3	4	3	3	3	4	3	2	3	58	25	28	FID	
2	AJ	3	3	3	3	2	3	2	4	3	3	3	3	3	4	4	4	4	3	63	26	31	FID	
3	AS	3	3	3	3	4	3	3	3	4	3	4	3	3	4	4	4	3	4	69	29	32	FID	
4	AKR	3	3	3	3	4	3	2	3	4	3	4	3	3	4	4	4	3	4	68	28	32	FID	
5	AN	4	4	3	3	3	3	2	3	3	2	3	3	2	3	3	4	3	3	59	28	26	FD	
6	AD	4	4	3	3	2	3	2	1	3	3	1	1	3	4	2	3	2	3	52	25	22	FD	
7	BF	3	2	2	2	2	4	3	3	4	1	4	1	4	3	4	3	2	1	53	25	23	FD	
8	DAW	3	4	3	3	4	3	2	3	4	4	4	4	3	4	4	4	3	4	70	29	34	FID	
9	DPA	4	4	3	2	1	2	1	4	4	4	4	2	2	3	3	2	2	4	56	25	26	FID	
10	EY	3	3	2	3	4	4	3	4	3	4	4	3	3	3	3	4	3	4	66	29	31	FID	
11	FFY	4	4	3	3	2	3	2	3	4	4	3	4	4	4	4	4	3	4	68	28	34	FID	
12	IS	3	3	4	3	2	2	3	4	3	3	4	4	4	4	3	3	2	3	64	27	30	FID	
13	IMK	3	3	3	3	3	4	2	3	2	3	3	3	3	4	4	4	2	4	63	26	30	FID	
14	KA	3	3	3	3	3	3	3	1	3	3	3	3	4	3	2	2	1	3	54	25	24	FD	
15	KN	3	3	2	3	2	2	2	3	4	4	3	3	3	3	4	3	2	3	58	24	28	FID	
16	MFA	3	3	4	2	3	4	3	3	4	2	4	4	2	4	3	3	2	4	63	29	28	FD	
17	ND	4	4	4	3	4	4	4	2	4	4	4	4	4	4	4	4	4	4	76	33	36	FID	
18	NA	4	3	4	3	3	4	3	2	3	4	4	4	4	4	4	4	4	4	73	29	36	FID	
19	RA	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	78	34	36	FID	
20	RS	3	3	3	2	2	3	2	2	3	3	3	3	2	3	3	3	2	3	51	22	25	FID	
21	RN	4	3	3	3	2	3	2	3	2	3	4	3	3	3	4	3	2	3	58	25	28	FID	
22	RW	3	3	3	3	3	2	1	3	1	2	2	3	3	3	3	3	2	3	52	22	24	FID	
23	RI	3	3	2	2	3	2	3	3	2	2	2	3	3	3	2	2	3	2	51	21	24	FID	
24	RS	4	3	3	3	3	3	2	3	3	2	3	3	2	3	3	4	3	3	58	24	29	FID	
25	RP	3	3	3	4	4	3	2	4	3	4	3	3	3	3	3	3	2	2	59	26	29	FID	
26	RDD	4	2	4	3	3	3	3	3	3	3	2	2	4	3	3	4	3	2	60	25	29	FID	
27	SY	4	3	3	4	3	4	3	3	2	2	2	3	3	2	3	2	2	3	59	27	24	FD	
28	SB	4	3	2	2	2	3	3	2	3	3	3	3	3	3	3	3	2	3	56	21	29	FID	
29	SP	3	3	4	3	3	3	3	3	4	4	3	4	3	4	4	3	3	4	67	25	36	FID	
30	SPL	4	3	4	4	3	4	4	4	3	3	3	2	2	1	3	1	1	1	50	30	20	FD	
31	SRA	3	4	4	4	3	4	4	4	2	1	1	1	4	1	1	1	1	1	44	30	14	FD	
32	JKA	2	3	3	3	3	3	3	3	1	1	1	1	2	1	2	1	1	1	45	23	12	FD	
33	TKO	2	3	4	4	3	4	2	4	2	2	1	1	1	2	3	1	1	2	42	26	16	FD	
34	TKL	4	3	4	3	3	3	2	4	3	2	2	1	1	1	1	2	1	2	42	26	16	FD	
35	ZUC	2	2	3	2	1	2	3	4	4	2	1	3	3	2	3	3	3	4	47	19	28	FID	
36	ZII	4	3	3	4	4	4	4	4	3	3	3	3	3	2	3	2	3	3	66	30	28	FD	
		101	94	92	88	87	96	79	92	76	99	105	101	106	113	113	112	92	112	1848				
Nilai Rata-rata																								

## **Data of the Students Questionnaire**

### Result of the Field dependent Students

No	Student's code	Field dependent	Field independent	Result
1	AN	28	26	FD
2	AD	25	22	FD
3	BF	25	23	FD
4	KA	25	24	FD
5	MFA	29	28	FD
6	SY	27	24	FD
7	SPL	30	20	FD
8	SRA	30	14	FD
9	JKA	23	12	FD
10	TKO	26	16	FD
11	TKL	26	16	FD
12	KKA	30	28	FD
13	SB	24	22	FD
14	ZII	31	29	FD

### Result of the Field Independent Students

No	Student's code	Field dependent	Field independent	Result
1	ARS	25	28	FID
2	AJ	26	31	FID
3	AS	29	32	FID
4	AKR	28	32	FID
5	DAW	29	34	FID
6	DPA	25	26	FID
7	EY	29	31	FID
8	FFY	28	34	FID
9	IS	27	30	FID
10	IMK	26	30	FID
11	KN	24	28	FID
12	ND	33	36	FID
13	RA	34	36	FID
14	RS	22	25	FID
15	RN	25	28	FID
16	RW	22	24	FID
17	RI	21	24	FID
18	RP	26	29	FID
19	RDD	25	29	FID
20	SB	21	29	FID
21	SP	25	36	FID
22	ZUC	19	28	FID



## VALIDATION FORM ROR READING COMPREHENSION TEST

Direction: For each question, please give your response by ticking (√) a box representing your choice.

No.	Question	Yes	No	Comments
1.	Apakah petunjuk pekerjaan sudah benar			
2.	Apakah alokasi waktu sudah cukup?			
3.	Apakah butir soal no 1,15,17,29, 22,33, 1,5,25,35, 8,10,20,40,46 di table specification try-out sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal no 11,31,37, 16,24,28,38, 124,26,32,44 di table specification try out sudah sesuai dengan aspek <i>expression /idiom/ phrase in context</i> ?			
5.	Apakah butir soal no5,9,25,27, 2,6,8,20,26,30,36, 3,7,11,13,29,31,33, 6,18,24,36,38,47,49 di table specification try out sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			
6.	Apakah butir soal no 4,39,4,27,41,42,48,50 di table specification try out sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal 18,21,23,12,15,19,14,28,43,45 di table specification try out sudah sesuai dengan aspek <i>started detail</i> ?			

8.	Apakah butir soal 15,14,32,34,37,2,16,30 di table specification try out sudah sesuai dengan aspek <i>unstated detail</i> ?			
9.	Apakah butir soal no 3,35,9,23 di table specification try out sudah sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal no 19,39,10,40,17,21,34, di table specification try out sudah sesuai dengan aspek <i>vocabulary in context</i> ?			

Kotabumi, September 2018

Validator

Desi Anggareni,S.Pd





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

*Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.  
0721 -780422*

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**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan dibawah ini, selaku validator instrumen lembar observasi menerangkan bahwa:

Nama : Novita Sari  
NPM : 1411040317  
Program Study : Pendidikan Bahasa Inggris  
Judul Skripsi : A Comparative Study Between Field Dependent Students  
and Field Independent students in Reading  
Comprehension on Report Text at The First semester of  
the Eleventh Grade SMA Kemala Bhayangkari Kotabumi  
in Academic Year 2018/2019

Setelah memeriksa dan mencermati instrumen penelitian, maka instrumen lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kotabumi, September 2018

Validator

Desi Anggareni, S.Pd



## READING COMPREHENSION TEST BEFORE VALIDITY

Subject : English  
Skill : Reading  
Class : XI  
Time allocation : 90 minutes

Direction:

1. Write your name and class on the answer sheet
2. Read each question carefully before answering the question
3. The numbers of questions are 40 items in multiple choices
4. Choose the best answer by giving cross (X) in a, b, c, and d

**The following text is for question number 1-4**

### **Food poisoning**

Food poisoning is a disorder of the stomach and intestines caused by bacteria or chemicals in food. The classic form of food poisoning is caused by staphylococci (bacteria commonly known as staph). The staph germs enter the food during preparation. As the result of the food not properly refrigerated the bacteria multiply hourly contaminating the food with toxin (poison). As staph germs and their toxins are odorless and tasteless the contaminated food smells and tastes normal.

Eating contaminated food cause vomiting, abdominal cramps and diarrhea within one to six hours. Thus, food poisoning is frequently caused by staphylococci, which contaminate food during preparation and enter the stomach and intestines during eating.

(Source: UN SMA/MA 2012)

1. What is the text about?
  - A. Poisonous food
  - B. Food poisoning

- C. The poisons of food
  - D. The caused of poisoning
2. The followings are correct according to the text, EXCEPT....
- A. Food poisoning is caused by staph
  - B. Eating contaminated food causes diarrhea
  - C. Food has to be refrigerated properly
  - D. Contaminated food smells and tested abnormal
3. Paragraph four describes about....
- A. The uses of food poisoning
  - B. The bad effects of food poisoning
  - C. The causes of food poisoning
  - D. The ways to eat contaminated food
4. The word” disorder” has similar meaning to....
- A. Abnormal
  - B. Regular
  - C. Un-usual
  - D. Disconnect

**Read the following text and answer the questions 5 to 8**

A veterinarian is a person who has studied to be a doctor of animals. He takes care of animals health. Many pet owners need a veterinarian to help them take care of their pets.

Some veterinarian take care of cats and other small animals. Other veterinarian take care of larger animals such as horses, cows, or other large zoo animals.

If you have a pet at your house, your pet has probably seen a veterinarian. Veterinarian can help you decide what kind of foods your pet should eat, what sort of medicine it will need and how you should take care of it. It is important to take your pet to see a veterinarian to make sure it stays healthy.

(source:<http://clothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html> )

5. Veterinarian's job is to take care of.....
  - A. A doctor's animal.
  - B. Pet animals' health
  - C. Large animals health
  - D. Both small and large animals' health
6. The followings are activities done by veterinarians, **except**.....
  - A. Choosing the medicine given to the sick pet
  - B. Deciding kinds of foods for the them
  - C. Visiting the large animals in the zoo
  - D. Curing people's sick animals.
7. Paragraph one has the function....
  - A. To tell you how to take care of animals.
  - B. To explain what a veterinarian is.
  - C. To describe a veterinarian's job.
  - D. To describe what a pet is.
8. What is the main idea of the third paragraph?
  - A. Veterian can help you
  - B. Veterian is a person who care pet
  - C. Pet in house
  - D. Pet is so kind

**Read the following text and answer the question 9 to 10**

A theater is a place where people entertain the audience. The people who perform, called actors and actresses, act in plays on a stage. A stage can be raised platform, or it can be part of the floor in a room, either in the center of the room or against a wall. The audience, in very important part of a theater because it is for the audience that the actors and actresses act, and the playwright writes. Without an audience, they are only rehearsing or practicing.

A theater can be anywhere in home, school auditorium, park and a hall. Theater means action. In this text theater is used in connection with performance on stage by live actors and actresses. It is living theatre.

Theater in the east differs greatly from that of the west. The asian theater is, for the most part, non realistic, or symbolic. Western theater, on the other hand, tends to be realistic.

(source: UN SMA/ MA 2011)

9. What is the difference between the eastern theatre and the western?
- A. The Eastern theatre is based on acts rather than sentiment or illusion
  - B. The western theatre is based on the facts rather than eastern theatre
  - C. The eastern theatre is better than western theatre
  - D. The western theatre is better than eastern theatre.

10. "a theatre is a place where people entertain the audience".

The underlined word means.....

- A. Amuse
- B. Influence
- C. Watch
- D. Present

**Read the following text and answer the questions 11 to 14**

### **PEACE**

The peace is known as a species of prunus. It isa kind of edible juicy fruit. It is native to china. The peach tree grows to 4-10 m tall. It is a deciduous tree so it will fall its leaves in certain seasons. It belongs to the sub family prunoideae of the family rosaceae.

The leaves are 7-16 em long and 2-3 em broad. The flowers are prosduced in early spring before the leaves. They are solitary or paired with about 2,5-3 cm in diameter. The color of the flower is pink.

Peach fruit is very nice. Its aroma smells good. The color of the flesh is yellow or white. The skin of the peach is smooth or velvety. The flesh is soft and juicy. It is delicious. It is a little bit harder when it is unripe. Inside the flesh, there is a large single seed. The seed is ovalin shape. Its color is red- brown. Its length is about 1,3-2 cm. a wood –like husk surrounds this seed.

Most people know peaches as ‘persicas’. It is related to the belief that peaches were native to Persia (now Iran). the modern botanical consensus is that they originate in china, and were introduced to Persia and the mediterranean region along the silk road before Christian times.

(Source:<http://englishkam.blogspot.co.id/2013/07/contoh-report-text-beserta-kunci-jawaban-the-peach.html>)

11. Which part of the peach fruit contains water?
  - A. The flesh
  - B. The husk
  - C. The seed
  - D. The skin
12. What is the purpose of the third paragraph?
  - A. To describe a peach tree
  - B. To describe the peach fruit
  - C. To describe the taste of peach fruit
  - D. To describe the smell of a peach tree
13. From the text we know that?
  - A. China imported peaches from Persia
  - B. Peaches do not originate in Persia
  - C. Peaches come from Persia
  - D. The modern botanical consensus decided the name of the fruit
14. “ it is a little bit harder when it is unripe”. (paragraph 3 )  
The underlined word refers to the....of the peaches.
  - A. Flesh
  - B. Seed

C. Skin

D. Tree

**Read the following text and answer the questions 15 to 18**

Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most important pharmacist job descriptions in the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

Some of the job duties of a pharmacist are as follows; give advice and assist doctors or surgeons in matters relating to dosages and prescription to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefit of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments. (source: UN SMA/MA 2013)

15. What does the text tell us about?

- A. A pharmacist
- B. A drug therapy
- C. A medical expert
- D. A doctor and surgeon

16. Which one is usually done by a pharmacist?

- A. Giving immediate help to the patients
- B. Recommending better drugs to patients
- C. Helping surgeon while doing an operation
- D. Giving drugs to patients with major ailments

17. Who has responsibility to recommend drugs to visitor with minor ailments?

- A. A doctor
- B. A surgeon
- C. A pharmacist
- D. A medical expert



18. What's the main idea of paragraph two?

- A. A pharmacist has some duties
- B. A pharmacist and doctor work cooperatively
- C. A pharmacist recommends drugs to the patient
- D. Doctor and surgeon give prescriptions to the patient

**Read the following text and answer the question 19 to 22**

### **Bees**

Bees are flying insects closely related to wasps and ants, and are known for their role in pollination and for producing honey and beeswax. There are nearly 20,000 known species of bees in nine recognized families though many are undescribed and the actual number is probably higher. They are found on every continent except Antarctica, in every habitat on the planet that contains insect-pollinated flowering plants.

Bees have a long proboscis (a complex "tongue") that enables them to obtain the nectar from flowers. They have antennae almost universally made up of 13 segments in males and 12 in females, as is typical for the superfamily. Bees all have two pairs of wings, the hind pair being the smaller of the two; in a very few species, one sex or caste has relatively short wings that make flight difficult or impossible, but none are wingless.

The smallest bee is *trigona minima*, a stingless bee whose workers are about 2.1 mm (5/64") long. The largest bee in the world is *Megachile pluto*, a leafcutter bee whose females can attain a length of 39 mm (1.5"). Members of the family *halictidae*, or sweat bees, are the most common type of bee in the northern hemisphere, though they are small and often mistaken for wasps or flies.

(source: UN SMA/ MA 2012)

19. What is the text about?

- A. Describing bees in general
- B. Explaining bees in Antarctica
- C. Telling the habitat of the bees
- D. Giving information about bees in the northern hemisphere

20. What is the main idea of paragraph one?
- A. Bees live on every continent
  - B. Bees belong to flying insects
  - C. Bees produce honey and beeswax
  - D. Bees only live with insect- flowering plant
21. Which of the following sentences describes the physical appearance bees?
- A. None has wings.
  - B. It has 13 antennae.
  - C. Its length is 39 mm.
  - D. Its tongue is complex.
22. “They are found on every continent except Antartica,...”
- The word “they” refers to...
- A. Ants
  - B. Bees
  - C. Insects
  - D. Flying insects

**Read the following text and answer the questions 23 to 27**

**Cactus**

A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many others uses.

Cacti are part of the plant order Caryophyllales, which also include members like beets, gypsophila, spinach, amaranth, tumbleweeds, carnations, rhubarb, buckwheat, plumbago, bougainvillea, chickweed and knotgrass.

Cacti are unusual and distinctive plant, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and phsyological features which conserve water. Their stems have adapted to become photosyntetics and succulent, while the leaves have become the spines for which cacti are well known.

Cacti come in a wide range of shapes and sizes. The tallest is pachycereus pringlei with a maximum recorded height of 19.2 m, and the smallest is Blossfeldia liliputiana, only about 1cm in diameter at maturity.

Cactus flowers are large, and like the spines and branches arise from areoles. Many cactus species are night blooming, as they are pollinated by nocturnal insects or small animals, principally moths and bats. Cacti range in size from small and globular to tall and columnar.

(Source: UN SMA/MA 2010)

23. Where can we find cacti mostly?
- A. In the Jungle.
  - B. On the beach.
  - C. On the Mountain.
  - D. In the arid and hot region.
24. Why do cacti mostly bloom at night?
- A. Because their flowers are large.
  - B. Since cacti are unusual and distinctive plants.
  - C. Since cacti are pollinated by nocturnal insects.
  - D. As the afternoon period is used for photosynthetic process.
25. What does the first paragraph tell us about?
- A. The members of cacti.
  - B. The habitat of cacti.
  - C. The use of cacti.
  - D. Types of cacti.
26. What is the purpose of the text?
- A. To give information about American cacti
  - B. To explain physical feature of cacti
  - C. To describe cacti in general
  - D. To tell cacti's life
27. "Cacti are unusual and distinctive plant, which..."
- The synonym of the word "distinctive" is...
- A. Typical
  - B. Antique
  - C. Unique

D. Different

**Read the following text and answer the questions 28 to 35**

**An Elephant**

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

(source:<http://englishahkam.blogspot.co.id/2013/04/soal-report-text-multiple-choice>)

28. What kind of text above?

- A. Report text
- B. Descriptive text
- C. Narrative text
- D. Spoof

29. The text tells us about?

- A. The Elephant's peculiar feature
- B. Useful servant
- C. Strange looking animal
- D. An elephant

30. The third paragraph is mainly about the fact that?

- A. Elephants are strong
- B. Elephants can lift things
- C. Elephants are servants
- D. Elephants are very useful

31. The most distinguishing characteristic of an elephant is?
- A. Its clumsiness
  - B. Its thick legs
  - C. Its large body
  - D. Its long nose
32. Which of the following is NOT part of the elephant described in the first paragraph?
- A. It looks strange
  - B. It is heavy
  - C. It is wild
  - D. It has a trunk
33. The elephant draw up water by its trunk and can squirt it all over its body like a shower bath (paragraph 2) The underline word refers to?
- A. A shower bath
  - B. Elephant's body
  - C. A shower
  - D. Elephant's trunk
34. It is stated in the text that the elephant uses the trunk to do the following. EXCEPT?
- A. To eat
  - B. To push
  - C. To drink
  - D. To carry things
35. "The trunk is the elephant's peculiar feature...(Paragraph2)  
The underline word close in meaning to?
- A. Large
  - B. Strange
  - C. Tough
  - D. Smooth
- Read following text for the number 36-38**

Skin is an important organ of the human body. It covers all of the body and performs many special functions.

Skin is the largest organ in the human body. It weights between two or three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the souls of the feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in the texture, thickness and amount of hair.

Skin is made up to two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibers and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.

Skin does a number of important things for a body. It provides a protective covering for the body, helps to prevent the body from drying out, hold the body organs in place and regulates the bodies temperature.

(source:[lothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html](http://lothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html))

36. These followings are the functions of skin, except...

- A. Increasing the body's temperature.
- B. Holding the body organs in places.
- C. Providing protective covering for body.
- D. Helping to prevent body from drying out.

37. What is glabrous skin like?

- A. It's thick and hairy.
- B. It's smooth and hairless.
- C. It is rough and hairless.
- D. It is thin and hairy.

38. "This is mainly dead or dying skin cell" (paragraph 3)

The word "this" refers to....

- A. Skin.
- B. Dermis.
- C. Epidermis.
- D. Nerves.

**The following text is for question number 39-45**

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

39. The text above is in the form of....

- A. Spoof
- B. Report
- C. Recount
- D. Procedure

40. To tell the factual information, the writer mostly uses...

- A. Passive voice
- B. Simple past tense
- C. Present perfect tense
- D. Simple present tense

41. What kind of animal is dolphin?

- A. Insect
- B. Fish
- C. Mammal
- D. Bird

42. Why talking to dolphin is not easy?
- A. Dolphins can not hear the kind of man's sounds
  - B. Dolphins can not think as human
  - C. Dolphins like playing with man
  - D. Dolphins feel annoyed by man
43. What are the characteristics of dolphin according to the text?
- A. Fierce
  - B. Friendly
  - C. Naughty
  - D. Shy
44. The word "it" in third paragraph refers to.....
- A. Dolphin
  - B. Shark
  - C. Cat
  - D. Pig

**Read the following text and answer the question 45-47**

### **Giraffe**

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffe have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffe are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.



Female girrafes can start pregnant at the age of five years, with a gestation period 15 months. Commonly female girffe bear one baby, but sometimes two babies at once. Giraffe bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breast feeding within an hour of birth.

(Source: UN SMA/MA 2010)

45. What kind of text above?

- A. Daily news
- B. Descriptive text
- C. Narrative text
- D. Report text

46. The text tells us about ?

- A. Giraffe's long neck
- B. Animals that can survive without drinking for long time
- C. The highest animal
- D. Pregnant giraffe

47. The word "its" in the third paragraph refers to?

- A. Neck
- B. Leaves
- C. Baby giraffe
- D. Branches

**Read the Following Text and Answer the Question 48-50**

**Gold**

Gold is a precious metal. Gold is used as ornaments or as money. Gold is found in many places, but in a small supply. It is often found on the surface of the earth. Since gold is heavy substance, it is sometimes found loose on the bottom of rivers. The gold is found together with sand and rocks and must be separated from them. It is simple to search for this type gold.

It is not usually necessary to drill for gold, but when a layer of gold is located deep below the surface of the earth, it is possible to drill a hole into the ground. Engineers have developed modern process for removing gold from rocks.

Since gold is not very hard, it is sometimes melted and added to other substances for making rings, coins, and art objects. It will be priced forever because it is beautiful rare and useful

(Source: [panglia.blogspot.co.id/2012/09/soal-latihan-report-text-kls-xi.html](http://panglia.blogspot.co.id/2012/09/soal-latihan-report-text-kls-xi.html) )

48. The following are associated with gold, EXCEPT...?

- A. Unnecessary
- B. Precious
- C. Beautiful
- D. Expensive

49. “ It will be priced forever because....” (Paragraph 4) the underline means.....?

- A. Valuable
- B. Worthless
- C. Eye catching
- D. Wonderful

50. What is of the following is not true about gold?

- A. Gold is used as ornament or as money

B. Gold is very hard

C. Gold cannot find together with sand and rock

D. Gold is cheap

## **READING COMPREHENSION TEST AFTER VALIDITY**

Subject : English  
Skill : Reading  
Class : XI  
Time allocation : 90 minutes

Direction:

5. Write your name and class on the answer sheet
6. Read each question carefully before answering the question
7. The numbers of questions are 40 items in multiple choices
8. Choose the best answer by giving cross (X) in a, b, c, and d

**The following text is for question number 1-4**

### **Food poisoning**

Food poisoning is a disorder of the stomach and intestines caused by bacteria or chemicals in food. The class is form of food poisoning is caused by staphylococci(bacteria commonly known as staph). The staph germs enter the food during preparation. As the result of the food not properly refrigerated the bacteria multiply hourly contaminating the food with toxin (poison). As staph germs and their toxins are odorless and tasteless the contaminated food smells and tastes normal.

Eating contaminated food cause vomiting, abdominal cramps and diarrhea within one to six hours. Thus, food poisoning is frequently caused by staphylococci, which contaminate food during preparation and enter the stomach and intestines during eating.

(Source: UN SMA/MA 2012)

21. The followings are correct according to the text, EXCEPT....
- E. Food poisoning is caused by staph
  - F. Eating contaminated food causes diarrhea

- G. Food has to be refrigerated properly
- H. Contaminated food smells and tested abnormal

22. Paragraph four describes about....

- E. The uses of food poisoning
- F. The bad effects of food poisoning
- G. The causes of food poisoning
- H. The ways to eat contaminated food

23. The word "disorder" has similar meaning to....

- E. Abnormal
- F. Regular
- G. Un-usual
- H. Disconnect

**Read the following text and answer the questions 5 to 8**

A veterinarian is a person who has studied to be a doctor of animals. He takes care of animals health. Many pet owners need a veterinarian to help them take care of their pets.

Some veterinarian take care of cats and other small animals. Other veterinarian take care of larger animals such as horses, cows, or other large zoo animals.

If you have a pet at your house, your pet has probably seen a veterinarian. Veterinarian can help you decide what kind of foods your pet should eat, what sort of medicine it will need and how you should take care of it. It is important to take your pet to see a veterinarian to make sure it stays healthy.

(source:<http://clothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html> )

24. Veterinarian's job is to take care of.....

- E. A doctor's animal.
- F. Pet animals' health
- G. Large animals health

H. Both small and large animals' health

25. Paragraph one has the function....

E. To tell you how to take care of animals.

F. To explain what a veterinarian is.

G. To describe a veterinarian's job.

H. To describe what a pet is.

26. What is the main idea of the third paragraph?

E. Veterinarian can help you

F. Veterinarian is a person who cares for a pet

G. Pet in house

H. Pet is so kind

**Read the following text and answer the question 9 to 10**

A theater is a place where people entertain the audience. The people who perform, called actors and actresses, act and dance on a stage. A stage can be a raised platform, or it can be part of the floor in a room, either in the center of the room or against a wall. The audience is a very important part of a theater because it is for the audience that the actors and actresses act, and the playwright writes. Without an audience, they are only rehearsing or practicing.

A theater can be anywhere in a home, school auditorium, park and a hall. Theater means action. In this text, theater is used in connection with performance on stage by live actors and actresses. It is a living theatre.

Theater in the east differs greatly from that of the west. The Asian theater is, for the most part, non-realistic, or symbolic. Western theater, on the other hand, tends to be realistic.

(source: UN SMA/ MA 2011)

27. What is the difference between the eastern theatre and the western?

E. The Eastern theatre is based on acts rather than sentiment or illusion

F. The western theatre is based on the facts rather than eastern theatre

G. The eastern theatre is better than western theatre

H. The western theatre is better than eastern theatre.

28. "a theatre is a place where people **entertain** the audience".

The underlined word means.....

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29. Which part of the peach fruit contains water?

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The underlined word refers to the....of the peaches.

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Some of the job duties of a pharmacist are as follows; give advice and assist doctors or surgeons in matters relating to dosages and prescription to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefit of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments. (source: UN SMA/MA 2013)

32. What does the text tell us about?

E. A pharmacist

F. A drug therapy



- G. A medical expert
- H. A doctor and surgeon

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- E. A doctor
- F. A surgeon
- G. A pharmacist
- H. A medical expert

35. What's the main idea of paragraph two?

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- G. Its length is 39 mm.
- H. Its tongue is complex.

39. "They are found on every continent except Antarctica,..."

The word "they" refers to...

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- F. Bees
- G. Insects

H. Flying insects

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A cactus (plural: cacti) is any member of the plant family Cactaceae, native to the Americas. They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many others uses.

Cacti are part of the plant order Caryophyllales, which also include members like beets, gypsophila, spinach, amaranth, tumbleweeds, carnations, rhubarb, buckwheat, plumbago, bougainvillea, chickweed and knotgrass.

Cacti are unusual and distinctive plant, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and physiological features which conserve water. Their stems have adapted to become photosynthetic and succulent, while the leaves have become the spines for which cacti are well known.

Cacti come in a wide range of shapes and sizes. The tallest is *Pachycereus pringlei* with a maximum recorded height of 19.2 m, and the smallest is *Blossfeldia liliputiana*, only about 1cm in diameter at maturity. Cactus flowers are large, and like the spines and branches arise from areoles. Many cactus species are night blooming, as they are pollinated by nocturnal insects or small animals, principally moths and bats. Cacti range in size from small and globular to tall and columnar.

(Source: UN SMA/MA 2010)

40. Where can we find cacti mostly?

- E. In the Jungle.
- F. On the beach.
- G. On the Mountain.
- H. In the arid and hot region.

41. Why do cacti mostly bloom at night?

- E. Because their flowers are large.
- F. Since cacti are unusual and distinctive plants.
- G. Since cacti are pollinated by nocturnal insects.
- H. As the afternoon period is used for photosynthetic process.

42. What does the first paragraph tell us about?
- E. The members of cacti.
  - F. The habitat of cacti.
  - G. The use of cacti.
  - H. Types of cacti.
43. What is the purpose of the text?
- E. To give information about American cacti
  - F. To explain physical feature of cacti
  - G. To describe cacti in general
  - H. To tell cacti's life
44. "Cacti are unusual and distinctive plant, which..."
- The synonym of the word "distinctive" is...
- E. Typical
  - F. Antique
  - G. Unique
  - H. Different

**Read the following text and answer the questions 28 to 35**

### **An Elephant**

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

(source:<http://englishahkam.blogspot.co.id/2013/04/soal-report-text-multiple-choice>)

45. What kind of text above?

- E. Report text
- F. Descriptive text
- G. Narrative text
- H. Spoof

46. The text tells us about?

- E. The Elephant's peculiar feature
- F. Useful servant
- G. Strange looking animal
- H. An elephant

47. The third paragraph is mainly about the fact that?

- E. Elephants are strong
- F. Elephants can lift loads
- G. Elephants are servants
- H. Elephant are very useful

48. The most distinguishing characteristic of an elephant is?

- E. Its clumsiness
- F. Its thick legs
- G. Its large body
- H. Its long nose

49. Which of the following is NOT part of the elephant described in the first paragraph?

- E. It looks strange
- F. It is heavy
- G. It is wild
- H. It has a trunk

50. The elephant draw up water by its trunk and can squirt it all over its body like a shower bath (paragraph 2) The underline word refers to?

- E. A shower bath
- F. Elephant's body
- G. A shower
- H. Elephant's trunk

51. It is stated in the text that the elephant uses the trunk to do the following. EXCEPT?

- E. To eat
- F. To push
- G. To drink
- H. To carry things

52. "The trunk is the elephant's peculiar feature...(Paragraph2)

The underline word close in meaning to?

- E. Large
- F. Strange
- G. Tough
- H. Smooth

**Read following text for the number 36-38**

Skin is an important organ of the human body. It covers all of the body and performs many special functions.

Skin is the largest organ in the human body. It weighs between two or three kilograms and is either glabrous or hairy. Glabrous skin is that found on the palms of the hands and the soles of the feet. It is smooth and hairless. Hairy skin covers the rest of the body and this varies in the texture, thickness and amount of hair.

Skin is made up of two layers. The outer layer is the epidermis. This is mainly dead or dying skin cells. Beneath the epidermis is the dermis. The dermis is made from tougher fibers and is thicker than the epidermis. Within the dermis are nerves, blood vessels and glands.

Skin does a number of important things for a body. It provides a protective covering for the body, helps to prevent the body from drying out, hold the body organs in place and regulates the body's temperature.

(source: [lothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html](http://lothes100.blogspot.co.id/2012/06/pembahasan-bahasa-inggris-report-text.html))

53. These followings are the functions of skin, except...

- E. Increasing the body's temperature.
- F. Holding the body organs in places.
- G. Providing protective covering for body.
- H. Helping to prevent body from drying out.

54. What is glabrous skin like?

- E. It's thick and hairy.
- F. It's smooth and hairless.
- G. It is rough and hairless.
- H. It is thin and hairy.

55. "This is mainly dead or dying skin cell" (paragraph 3)

The word "this" refers to....

- E. Skin.
- F. Dermis.
- G. Epidermis.
- H. Nerves.

**The following text is for question number 39-45**

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

56. The text above is in the form of....

- E. Spoof
- F. Report
- G. Recount
- H. Procedure

57. To tell the factual information, the writer mostly uses...

- E. Passive voice
- F. Simple past tense
- G. Present perfect tense
- H. Simple present tense

38. What kind of animal is dolphin?

- A. Insect
- B. Fish
- C. Mammal
- D. Bird

39. Why talking to dolphin is not easy?

- A. Dolphins can not hear the kind of man's sounds
- B. Dolphins can not think as human
- C. Dolphins like playing with man
- D. Dolphins feel annoyed by man

40. What are the characteristics of dolphin according to the text?

- A. Fierce
- B. Friendly
- C. Naughty
- D. Shy





Reliability Statistics	
Cronbach's Alpha	N of Items
.866	40

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	20.72	50.149	.146	.867
item_2	20.81	48.733	.342	.863
item_3	20.81	49.133	.283	.865
item_4	20.64	49.037	.359	.863
item_5	21.00	51.200	-.016	.871
item_6	20.83	49.229	.265	.865
item_7	21.28	49.349	.378	.863
item_8	20.50	50.314	.237	.865
item_9	21.03	47.399	.542	.859
item_10	21.22	47.949	.580	.859
item_11	20.61	49.902	.224	.865
item_12	20.86	47.494	.516	.859
item_13	21.03	47.399	.542	.859
item_14	21.03	47.399	.542	.859
item_15	20.50	50.314	.237	.865
item_16	21.00	49.086	.285	.865
item_17	20.64	48.752	.409	.862
item_18	20.67	49.200	.315	.864
item_19	20.89	48.730	.332	.864
item_20	20.94	48.225	.406	.862
item_21	21.25	51.850	-.121	.871
item_22	20.75	48.136	.448	.861
item_23	21.22	50.578	.105	.868
item_24	21.22	50.863	.054	.868
item_25	21.00	48.171	.420	.862
item_26	20.94	47.197	.558	.858
item_27	20.56	50.197	.204	.866
item_28	21.06	48.797	.338	.863
item_29	21.17	47.229	.648	.857
item_30	20.58	49.964	.230	.865
item_31	21.08	46.993	.628	.857
item_32	21.19	47.761	.583	.859
item_33	20.64	49.494	.280	.864
item_34	20.58	49.450	.328	.864
item_35	21.03	48.256	.413	.862
item_36	21.06	46.283	.727	.855
item_37	21.00	48.286	.403	.862
item_38	20.72	49.349	.269	.865
item_39	20.61	49.273	.337	.863

item_40	20.58	51.621	-.079	.870
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No	Name	Gender	Code
1	ADAM SAPUTRA	M	ARS
2	ADITHIA PRAYOGA	M	AJ
3	AHMAD FADILLAH	M	AS
4	AQIL FADHIL MURBANTRESNA	M	AKR
5	ARIYANSYAH ADITYA PRATAMA	M	AN
6	ARJUNA ILHAM KUSUMA	M	AD
7	ATU NUR FADHILLAH	F	BF
8	DAFFA ABDILLAH MUTAQIEN	M	DAW
9	DINAR ANANDITA	M	DPA
10	FARHAN FEBRI ARYAPUTRA	M	EY
11	FEBRIAN ADI SAPUTRA	M	FFY
12	FITTO DESVANA AR	M	IS
13	GHAITSA ALYA ZALFA	F	IMK
14	GHEFIRA AYESHA FAIZAL	F	KA
15	GILANG MAHARDIKA	M	KN
16	HUAN PAHLEVI DUARTE	M	MFA
17	IKHLAS AMELIA SAFITRI	F	ND
18	INDRI LESTARI	F	NA
19	LESYA AUREL PRICSHILIA	F	RA
20	MUHAMMAD ANDIKA FAHRI	M	RS
21	MUHAMAD HAFIDZ HERSYA P	M	RN
22	NABELLA INDAH FITRI	F	RW
23	NESCA RAFLESIA PUTRI	F	RI
24	RANI NAFHAH	F	RS
25	RANI OKTAVIA	F	RP

26	RETNO HANDAYANI	F	RDD
27	RHAYA ARDELLIA	F	SY
28	RIDHO JULIZAN RUSHIN	M	SB
29	SALSABILA ARTIKO	F	SP
30	SUCI RAHMAWATI	F	SPL
31	SALSABILA SAI CHINDO	F	SRA
32	SILVA NADIA	F	JKA
33	TISA SEFTIANA LINSI	F	TKO
34	VICHO FADILLA EFENDI	M	TKL
35	ZAFIRA MELINDA	F	ZUC
36	ZAKY ADITIA	M	ZII

**List Sample of the Research**

### Result of Student's Score Reading Comprehension

No	Student's Code	Students' style	Correct Answer	Score
1	ARS	FID	35	87.5
2	AJ	FID	26	67.5
3	AS	FID	30	75
4	AKR	FID	32	80
5	AN	FD	34	85
6	AD	FD	31	77.5
7	BF	FD	21	60
8	DAW	FID	31	77.5
9	DPA	FID	23	65
10	EY	FID	29	72.5
11	FFY	FID	21	62.5
12	IS	FID	26	67.5
13	IMK	FID	30	75
14	KA	FD	34	85
15	KN	FID	30	75
16	MFA	FD	33	82.5
17	ND	FID	31	77.5
18	NA	FID	18	52.5
19	RA	FID	30	70
20	RS	FID	36	90
21	RN	FID	34	85
22	RW	FID	30	75
23	RI	FID	24	60
24	RS	FID	33	82.5
25	RP	FID	35	87.5
26	RDD	FID	34	85
27	SY	FD	35	87.5
28	SB	FID	33	82.5
29	SP	FID	20	60
30	SPL	FD	21	62.5
31	SRA	FD	31	77.5
32	JKA	FD	26	67.5
33	TKO	FD	29	67.5

34	TKL	FD	31	77.5
35	ZUC	FID	35	87.5
36	ZII	FD	30	75

### Result of the Field dependent Students

No	Student's code	Field dependent	Field independent	Result
1	AN	28	26	FD
2	AD	25	22	FD
3	BF	25	23	FD
4	KA	25	24	FD
5	MFA	29	28	FD
6	SY	27	24	FD
7	SPL	30	20	FD
8	SRA	30	14	FD
9	JKA	23	12	FD
10	TKO	26	16	FD
11	TKL	26	16	FD
12	KKA	30	28	FD
13	SB	24	22	FD
14	ZII	31	29	FD

### Result of the Field Independent Students

No	Student's code	Field dependent	Field independent	Result
1	ARS	25	28	FID
2	AJ	26	31	FID
3	AS	29	32	FID
4	AKR	28	32	FID
5	DAW	29	34	FID
6	DPA	25	26	FID
7	EY	29	31	FID
8	FFY	28	34	FID
9	IS	27	30	FID
10	IMK	26	30	FID
11	KN	24	28	FID
12	ND	33	36	FID
13	RA	34	36	FID
14	RS	22	25	FID
15	RN	25	28	FID
16	RW	22	24	FID
17	RI	21	24	FID

18	RP	26	29	FID
19	RDD	25	29	FID
20	SB	21	29	FID
21	SP	25	36	FID
22	ZUC	19	28	FID



## Result of Reading Comprehension test of FD

### Statistics

N	Valid	14
	Missing	0
Mean		49.86
Median		49.50
Mode		42
Std. Deviation		7.614
Variance		57.978
Range		26
Minimum		35
Maximum		61
Sum		698

### Score

Field Dependent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	7.1	7.1	7.1
	42	2	14.3	14.3	21.4
	44	1	7.1	7.1	28.6
	47	1	7.1	7.1	35.7
	48	1	7.1	7.1	42.9
	49	1	7.1	7.1	50.0
	50	1	7.1	7.1	57.1
	51	1	7.1	7.1	64.3
	54	1	7.1	7.1	71.4
	57	1	7.1	7.1	78.6
	58	1	7.1	7.1	85.7
	60	1	7.1	7.1	92.9
	61	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

## Result of Reading Comprehension test of FID

### Statistics

Field Independent

N	Valid	22
	Missing	0
Mean		55.73
Median		54.50
Mode		53
Std. Deviation		7.119
Variance		50.684
Range		25
Minimum		45
Maximum		70
Sum		1226

### Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	4.5	4.5	4.5
	46	1	4.5	4.5	9.1
	47	2	9.1	9.1	18.2
	50	1	4.5	4.5	22.7
	51	1	4.5	4.5	27.3
	52	1	4.5	4.5	31.8
	53	3	13.6	13.6	45.5
	54	1	4.5	4.5	50.0
	55	1	4.5	4.5	54.5
	56	1	4.5	4.5	59.1
	57	2	9.1	9.1	68.2
	60	1	4.5	4.5	72.7
	61	1	4.5	4.5	77.3
	62	1	4.5	4.5	81.8
	63	1	4.5	4.5	86.4
	65	1	4.5	4.5	90.9
	69	1	4.5	4.5	95.5
	70	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

### The Result of Normality Test for Reading Comprehension Test

Cognitive style	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
FID	.173	22	.087
FD	.165	14	.200 <sup>*</sup>

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

**The Result of Homogeneity Test**

Levene Statistic	df1	df2	Sig.
.680	1	34	.415

### **The Result of Hypothetical Test**

#### Independent Sample Test

T	Df2	Sig.(2-tailed)
9.821	34	.000

### KEY ANSWER OF TRYOUT TEST

1	B	21	C	41	C
2	A	22	B	42	B
3	C	23	D	43	B
4	C	24	D	44	A
5	B	25	A	45	D
6	C	26	A	46	A
7	A	27	C	47	C
8	B	28	A	48	A
9	D	29	A	49	A
10	D	30	D	50	D
11	B	31	D		
12	C	32	C		
13	A	33	D		
14	A	34	A		
15	C	35	A		
16	B	36	A		
17	A	37	B		

18 A

38 A

19 C

39 B

20 C

40 D

